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Autor práce: **Bc. Petra Bérová**
Vedoucí práce: PaedDr. Zuzana Šaffková, CSc., M.A.





THE IMPACT OF PRESENTATION ON LEARNER'S VOCABULARY RETENTION IN EFL CLASSES

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Author: **Bc. Petra Bérová**
Supervisor: PaedDr. Zuzana Šaffková, CSc., M.A.



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Anotace

V této diplomové práci je popsán vliv metody prezentace na zapamatování anglické slovní zásoby. Tyto metody jsou zaměřeny na žáky druhého stupně základní školy a jejich individuální učební styly. V teoretické části jsou popsány všechny okolnosti, které se týkají výuky a osvojování anglické slovní zásoby včetně aspektů slova, se kterými by žáci měli být seznámeni, procesu ukládání slovíček do paměti, učebních strategií a stylů, dále způsobů prezentace a testování slovní zásoby. Poznatky z teoretické části jsou zdrojem pro výzkumný projekt, jehož průběh a výsledky jsou popsány v části praktické. Celý projekt navrhuje a zavádí do praxe pět metod prezentace anglických slovíček, které jsou zaměřené na tři hlavní učební styly (zrakový, sluchový, pohybový), do běžných hodin angličtiny jako cizího jazyka. Následně je zde popsán vliv těchto navržených metod na ukládání slovní zásoby do paměti. V této části je dále zahrnuta analýza učebnice dané třídy opět zaměřená na prezentaci slovní zásoby. Efektivita navržených metod je demonstrována na výsledcích závěrečného testu a na zpětnovazebném dotazníkovém průzkumu.

Klíčová slova: slovní zásoba, metody prezentace, učební styly, zrakový, sluchový, pohybový, zapamatování

Annotation

This diploma thesis is focused on the stage of presentation of English vocabulary and its impact on learners' retention. Attention is concentrated on lower secondary pupils and their individual learning styles. The theoretical part describes all of the factors of vocabulary learning and teaching including the aspects of a word that need to be taught, the process of storing words in memory, learning strategies and styles that facilitate vocabulary retention, the ways of vocabulary presentation and testing. The findings from the theoretical part are crucial for the practical part, which describes the project procedures and outcomes. The project focuses on designing and introducing five presentation techniques in common EFL classes that are based on the three main learning styles (e.g. visual, auditory, kinaesthetic) and their impact on learners' vocabulary retention. Moreover, an analysis of the textbook used by the group from the point of view of vocabulary presentation is included. The effectiveness of the designed methods is demonstrated by means of the results of the final vocabulary test. Moreover, the class survey provides feedback from the participants on the techniques applied in the class.

Key words: vocabulary, presentation techniques, learning styles, visual, auditory, kinaesthetic, remembering

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1 Introduction

Vocabulary presentation is the stage of a lesson when a new language item is introduced to the learners (Thornbury 2006, 178). Although this stage is important for increasing word retention, „vocabulary is not explicitly taught in most language classes, and students are expected to pick-up vocabulary on their own without any guidance“ (Oxford, Crocal 2009, 9). My personal teaching experience also shows that this stage of a lesson is one of the more neglected stages.

After experiencing first hand that pupils very often only get a list of words without any cognitive stimulation, explanation of meaning or examples of how to use the words in the correct context, I realised that presenting new vocabulary should be done in a more appropriate and effective way. This is the reason why I have chosen *The Impact of Presentation Method on EFL Learner's Vocabulary Retention* as the topic of my thesis. Moreover, I wanted to acquire more experience and knowledge in this area of EFL teaching.

The main aim of this thesis is to design and introduce five presentation techniques in common EFL classes that are based on pupils' learning styles. Discovering and understanding pupils' learning styles helps tailor presentation techniques according to individual learners' needs and thus makes the subject matter approachable for the learners (Allen et al .2011, 9). Consequently, adapting presentation so that it suits different learning styles makes the process of remembering easier.

This diploma thesis is divided into two parts – the theoretical and the practical. The first chapter introduces the definition of the term vocabulary and the aspects of lexis that need to be taken into account when teaching vocabulary. The second chapter deals with the process of remembering new words. Although the stage of presentation enables only short-term storage, pupils can manage long-term storage by means of the use of learning strategies that are shown in chapter four. Pupils' strategies are often linked to their learning styles that are described in detail in the theoretical part as well. Furthermore, chapter five examines some of the presentation techniques used in

foreign language teaching. The last chapter of this part introduces some of the testing techniques that are utilized in the practical part.

In the practical part, there is an analysis of a textbook that the target group of pupils were using when the project was being conducted. The analysis of the textbook focuses on vocabulary presentations that are designed as the starting material for my own project. Furthermore, the practical part provides five lesson plans containing different modes of presentation stages that were designed to fit the learning styles of the target group – the sixth grade. Each presentation stage is followed by practice and testing exercises that provide feedback on the effectiveness of the presentation methods.

The results are analysed and evaluated and the benefits of the presentation techniques on the teaching and learning process are summarized in the final part of this thesis.

2 Theoretical background

2.1. Vocabulary

Nowadays, alongside grammar, a high importance is put onto teaching vocabulary to learners of English in accordance with requirements of the Council of Europe's Common European Framework of Reference for Languages – the ability to communicate effectively in the chosen language or languages. Generally, communication in a foreign language cannot happen without words no matter how good pupils are at grammar or pronunciation. And so, apart from grammar, pupils need to know some amount of vocabulary to be able to talk in English.

Before the theory will be introduced, the definition of the term vocabulary will be defined. Since an agreement has not been made amongst authors of various books dealing with vocabulary on one definition, the most frequent will be provided below.

The general definition of the term vocabulary can be found in number of dictionaries. According to dictionary.com, vocabulary is defined as “the stock of words used by or known to a particular people or group of persons”.

In contrast to the dictionary definition, the term vocabulary can also be explained from the point of view referring to teaching a foreign language. There is a diversity of approaches to the explanation of the term among authors. For this reason, the definitions from the most used methodological books will be given.

Ur (2009, 60) considers vocabulary as: “...words we teach in a foreign language”. She specifies the definition by saying that teaching vocabulary should include not only presenting single word items but also more words items such as compounds, multi-word expressions and collocations.

McCarthy and Carter (1988, 3) hold a similar attitude to vocabulary in a foreign language teaching as Ur. He uses the term vocabulary synonymously with *words* and defines them as: “free standing items of language that have meaning”.

He explains that a word can be considered an item which consists of at least one free standing morpheme, so called root (e.g. laugh, make, box...). He also adds that there are words which can be fractured into bound morphemes known as suffixes and prefixes (e.g. re-make) and also words with more roots that represent one thing or concept, so called compounds (e.g. jack-in-the-box).

English language is known for its richness of expressions, collocations and phrases which are also sometimes included in the definitions of vocabulary. Scrivener (2005, 226), for example, is in compliance with the previous authors in stating that: "Vocabulary refers mainly to single words". Nevertheless he extends the definition and introduces the term *lexis* that refers to our internal database and complete ready-made fixed/semi-fixed/ typical combinations of words that we can recall and use quite quickly without having to construct new phrases and sentences word by word from scratch using our knowledge of grammar" (ibid). Scrivener stresses that teaching lexis includes giving learners lexical chunks and collocations. He says that "collocations and chunks occupy an intermediate zone between vocabulary and grammar" (ibid), which means that there is a hazy boundary between teaching vocabulary and grammar.

The meaning of the term vocabulary, which will be used in this thesis, is in agreement with Ur's definition, i.e. the words that are taught in English language (Ur 2009, 60). *Words* in this case do not mean only single items but they involve compounds, multi-word expressions and also collocations.

2.2. Productive and Receptive vocabulary

Generally, vocabulary comprises words we can recognise and words we can use. Nation (2009, 24) explains that receptive (or passive) vocabulary is received by means of listening or reading. Productive (or active) vocabulary, on the other hand, includes recalling the item from memory and using it in the spoken or written form. The terms active and passive vocabulary are mostly synonyms for productive and receptive.

For example Corson in Nation (2009, 25) states that passive vocabulary covers at the first place active vocabulary and also “words that are only partly known, low-frequency words, not readily available for use and words that are avoided in active use”. This means that learners of the second language know a high number of words settled in passive vocabulary but they are not able to use them actively.

Being able to use words in sentences includes introducing various aspects of vocabulary items to learners.

2.3. Knowing a word

When introducing new vocabulary to learners, it has to be taken into consideration the fact that we are not only presenting the form of the word itself but we also need to show some other aspects which constitute a word.

Firstly, pupils need to learn the correct pronunciation in order to be understood by native speakers. Another aspect that is essential in teaching vocabulary is grammar. Vocabulary and grammar function as a whole, which is the reason why learners, when learning new vocabulary, need to understand a certain part of grammar as well. Moreover, another essential aspect that needs to be presented is meaning.

2.3.1. Meaning

Each word is associated with an object or action. There are a lot of aspects that can be distinguished in connection to meaning in English. The most important of them are denotation, connotation and appropriateness. Furthermore, there is also some logical way in which words correspond to each other, for example words can have similar, or opposite meaning.

The first aspect of meaning is **denotation**. This term is according to Ur (2009, 61) the exact meaning of words, which means the literal definition that can be found in dictionaries. However, words do not relate to only one single meaning.

Another aspect of meaning, which is not as obvious as the previous one, is called

connotation. This term relates to associations and feelings that are evoked in connection with particular words. Connotations are dependent on situations or culture. Ur (1991, 61) demonstrates connotation by presenting an example of the word *dog* that may be associated either in a positive way to a pet that people have at home or in a negative way, which is mostly common in Arabic countries and it associates dirt or inferiority.

Appropriateness also belongs to the aspects of meaning in English. The term expresses learners' ability to recognise which words are used in formal or informal language, written or spoken form of the language.

Furthermore, Ur (1991, 62) states that what is also worth teaching are meaning relationships. This term is explained by the author as a relation of “the meaning of one item to the meaning of others...”. Concretely, the main examples, according to Jackson, Howard (2000, 105) of meaning relationships are: **synonymy, antonymy, hyponymy and meronymy.**

Jackson and Howard (2000, 106) states that synonymy, in reference back to its original latin name *synonymon*, means “having the same” or similar meaning. Such an example of words that have similar meaning can be demonstrated by the word *lazy* that is synonymous to the word *indolent*. Both, according to the freedictionary.com, mean “not inclined to work or exertion”.

In contrast to the words with similar or the same meaning, antonymy, as Jackson, Howard (2000, 113) states, are words with opposite meanings. In English, there are morphologically unrelated antonyms (e.g. *short-long*, *new-old*, *light-dark*, etc...) but also morphologically related antonyms, which can be made by means of affixes. Such examples can be: negative prefixes (*dis-*, *un-*, etc...) or some suffixes (*-full*, *-less*).

The last two terms connected to meaning relationships are hyponymy and meronymy. Hyponymy are according to, Jackson and Howard (2000, 118), subordinate terms (e.g. *tree* and *fungus* are hyponyms for superordinate word *plant*). On the other hand, meronymy are the superordinate terms (*plant* is meronymy for *tree* and *fungus*).

Apart from the meaning of words, the English pronunciation, which belongs to phonetics and phonology, is important in producing and understanding language as well.

2.3.2. Pronunciation and spelling

English language does not work in the same way as the Czech language in terms of pronunciation, it means that the way words are spelled are not the same as the way they are pronounced. Besides learning the correct spelling of words, it is necessary to know the pronunciation rules.

Pronunciation is an aspect that, according to Thornbury (2006, 164), belongs to “the study of the sound system” which is called Phonology. As reported by Harmer (2007, 183), almost all language teachers provide their students with grammar and vocabulary, let them practise listening and reading. Unfortunately, some of the teachers do not attempt to teach pronunciation.

When integrating pronunciation into lessons, teachers should be mindful of the fact that not using the native pronunciation is not a serious misstep. Nowadays, the stress is put on teaching intelligible accent rather than received pronunciation, which is in most cases not achievable anyway (Thornbury 2006, 185). In order to achieve intelligibility, pupils should be introduced to such aspects of pronunciation that are included in segmental (*sounds*) and suprasegmental (*stress, pitch and intonation*) phonology (Harmer 2007, 38).

The first pronunciation aspect that will be mentioned according to its importance is the aspect of *sounds* (phonemes). English language has its own phonemic system but with respect to the variation of English accents, the sounds may vary for the same words (e.g. *anybody* pronounced as /ɛnɪbɒdi/ in British English and /ɛnɪbʌdi/ in American English).

Thornbury (2006, 161) states that Received Pronunciation of English language has forty-four phonemes, twenty-four consonants and twenty vowels, which is a different number in comparison to the Czech language that has twenty-seven consonants and ten vowels. Naturally, it is obvious that some sounds in English language are difficult to pronounce for Czech learners. These difficult words are firstly the words that are absent in Czech language and secondly the sounds that are similar in both languages. Nation (2009, 40) adds that the group of sounds that are similar in the first and the second language are usually the hardest to manage. A typical example of such similar sounds can be æ in English and e in Czech. As mentioned before, it is not important to sound native like but intelligible.

Another pronunciation feature is *stress* that is distinguished into two kinds, which are word stress and sentence stress. Sentence stress marks stressed and unstressed syllables in the whole sentence. Word stress, on the other hand, is known for being present at a word level, which means that there is a syllable that is more prominent (stressed) than other syllables (unstressed). In speech the stressed syllable is recognisable as “the pitch of the syllable changes, vowels lengthen and volume increases” (Harmer 2007, 42). While using a word stress in the Czech language may not precisely lead to misunderstandings, putting a word stress in the English language on a different syllable can cause confusion.

Another aspect of English pronunciation, which takes part also in producing a word stress, is *pitch*. It can have a real impact on the quality of the speaker's utterance, and it is also a mean of expressing information about the intent of the speaker. For example low pitch can evoke tiredness or a sad mood (Harmer 2007, 38). Pitch is a tool by means of which people produce intonation that makes English speech sound more natural and understandable.

The last aspect of pronunciation that will be mentioned is *intonation*. Thornbury (2006, 210) calls it “the music of the speech”, which arises with speaker's changing voice pitch.

It appears in the language for two reasons. Intonation firstly, serves a grammatical function, distinguishing one type of phrase or sentence from another. Secondly, it also helps to show speaker's attitude or feeling. These changes are marked with terms rising and falling tones.

Apart from pronunciation that influences the meaning of words, spelling is important for the form of a word.

While pronunciation applies to speaking, **spelling** is considered a sub-skill of writing. Nation (2009, 44) says that knowing spelling of words has a great impact on learner's writing skills. English words are not spelled in the same way as they are pronounced, which may cause a lot of problems to learners. For example, the word *gnome* causes a lot of difficulties to foreign learners of English because the initial letter *g* is silent.

Both pronunciation and spelling are essential in teaching vocabulary in order for the learners to be understood in spoken and written form. However, when putting vocabulary into a wider context, learners need to be introduced to grammatical rules of particular words.

2.3.3. Grammar

The rules concerning grammar are very extensive in a language. In terms of teaching vocabulary, grammar helps learners to understand words and discriminate them in a wider context. Cameron (2001, 99) explains that vocabulary and grammar should always be introduced together as learners would not be able to use the language only by means of words without understanding grammar.

Ur (2009, 60) refers to the fact that knowing a word in its base form is not enough. What pupils also need to know is that this base form of the word changes according to grammatical context.

Examples of this grammatical change may be the three verb forms of irregular verbs (the verb *drink* changes in the past form to *drank* and in the past participle to *drunk*) or the plural forms of irregular nouns (e.g. the singular form of *woman* changes into the plural form of *women*).

Another aspect that is useful to be taught in connection to vocabulary is collocated forms that do not follow grammatical rules and need to be remembered as a whole.

2.3.4. Collocation

Collocations are words that are bound together and correspond to a conventional way of saying things. Thornbury (2002, 7) considers two words as collocates “if they occur together with more than chance frequency”. Such words may be linked together either grammatically (e.g. *depend on*, *account for*, etc...) or collocations may also be lexical, which means that two content words occur together (e.g. *narrow escape*, etc...) (Thornbury 2006, 34).

These collocations that are linked together grammatically or lexically need to be presented as complete forms as separated lexical items because they have different meanings when they occur on their own and when they are collocated (Ur 2009, 61).

Understanding the process of how words are created is the last aspect that pupils need to be aware of when learning vocabulary.

2.3.5. Word formation

As the term already suggests, word formation simply occupies the area of making new words. Jackson and Howard (2000, 84) defines word formation process as: “... the different devices which are used in English to built new words from existing ones. Each word formation process will result in the production of a specific type of word.” For example Ur (2009, 62) mentions that if pupils are aware of the meaning of *-un*, *-sub*, *-able*, they are highly probable to guess what *substandard*, *ungrateful* or *untranslatable* mean. What is also necessary for pupils to know is the creation of compounds.

In other words, in the English language it is very common to combine two or more words together with the result of creating only one word (compound).

All the mentioned aspects of vocabulary are highly important for the English language acquisition, particularly receptive skills such as reading, listening but also the productive skills that include speaking and writing.

After the aspects of a word that are useful in vocabulary teaching have been introduced, the way of remembering a word itself will be described in the following chapter.

2.4. Remembering vocabulary

The process of remembering new vocabulary is based on three stage series of actions. In order to achieve successful remembering, the phases of **encoding**, **storage** and **retrieving** must be completed (Weiner 2003, 476).

The process that precedes the three stages is an exposure to new vocabulary. This exposure can be realised directly by means of presentation techniques by the teacher or accidentally in reading or listening. At this stage memory traces are created in the central nervous system that enable encoding. If the memory traces are created properly, the whole process comes to the next stage called storage which is important for vocabulary retention across time. The last phase enables retrieval, which means the ability to recall words from memory when needed. Weiner (2003, 477) illustrates the whole learning-memory process in figure 1.

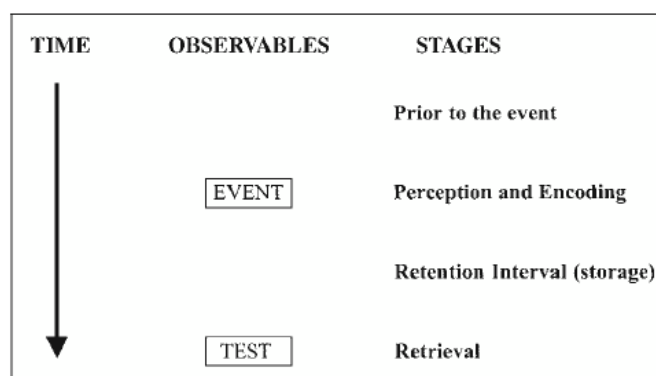


Figure 1: The four stages of the learning-memory process.

The stage of storage is one of the most important of the whole process of remembering in terms of the vocabulary retention as the deeper the storage is the better vocabulary remembering is performed. Once learners are exposed to new vocabulary, they need to store it properly in their memory. Taking into account the way pupils encode new vocabulary, it can be stored either in short-term memory, working memory, or long-term memory.

2.4.1. Short-term memory

Short-term memory “represents meaningful interpretation of what has just occurred” (Weiner 2003, 476). It means that people have the ability to remember things that has just happened for just a few seconds depending on how strong their experience is. The same applies to teaching vocabulary. The example might be teaching pupils the word *pumpkin*. Saying the particular word stimulates pupils' imagination so that they can create a picture of an orange object in their minds, however mere imagination of the object enables them only short-term memory storage for a few seconds.

2.4.2. Working memory

Weiner (2003, 423) defines working memory as “the set of processes, or systems, that control and maintain activation of short-term memory”. This kind of memory demands visual or verbal manipulation with information such as the use of flash cards, videos, particular moves and other goal directed actions. If activation of the short-term memory is weak, the short-term inputs are quickly lost. On the other hand, if the new information is being maintained over time by means of practising and a frequent use, it may become long-term and eventually can be recalled again by means of a clue from the environment (Kalat 2013, 240).

2.4.3. Long-term memory

The main goal in a foreign language learning includes storing vocabulary in the long-term or permanent memory, which is according to dictionary.com: “information stored in the brain and retrievable over a long period of time, often over the entire life span of the individual”. Storing vocabulary into the long-term memory could be reached only through practising and using newly learned words.

Each learner’s memory strategies are linked to the way they learn, i.e. to their learning styles.

2.4.4. Learning styles

Every pupil, who learns English as a foreign language, experiences the process of learning vocabulary in a different way. A learning style is according to Sheve et al. (2011, 9) “a preferred way of thinking, processing, and understanding information”. According to Revell and Norman (1997, 31), there are five systems by means of which we perceive the world, however, usually one system predominates the others.

Although learning styles have been summarised in a number of books dealing with learning, the classification by Revell and Norman (1997, 31) will be used for the purpose of this thesis because it includes the three most common learning styles which people use in order to facilitate the process of remembering vocabulary.

At first, the **visual learning style** is the most frequent learning style that people use to help them in remembering. A visual learner, who experiences the world through their eyes, usually:

- learns by seeing and by watching demonstrations
- likes visual stimuli such as pictures, slides, graphs, demonstrations, etc.
- conjures up the image of a form by seeing it in the “mind’s eye”
- often has a vivid imagination

- often stares
- needs something to watch
- is often quiet and does not talk at length
- becomes impatient or drifts away when extensive listening is required
- prefers the visual arts and media¹

Revell and Norman (1997, 32) state that the visual pupils like to see pictures representing particular words or the lexical items written down by the learners themselves. In order to remember new vocabulary, it is helpful for them to view pictures, diagrams and to read books while imagining the story.

In contrast to the visual learners, **an auditory learner** best understands and remembers new information through listening, for example to lectures and discussions. Such a learner usually:

- tends to remember and repeat ideas that are verbally presented
- learns well through lectures
- is an excellent listener
- can reproduce symbols, letters or words by hearing them
- likes to talk
- enjoys plays dialogues, dramas
- can learn concepts by listening to tapes
- enjoys music
- can repeat or fulfill verbal instructions²

Listening to tapes or the teacher's speech is beneficial for them. Recording the lecture would be more effective for them than taking notes.

¹ "Overview of the Seven Perceptual Styles." Institute of Learning Styles Research. Accessed October 16, 2014. <http://www.learningstyles.org/styles/visual.html>.

² "Overview of the Seven Perceptual Styles." Institute of Learning Styles Research. Accessed October 17, 2014. <http://www.learningstyles.org/styles/aural.html>.

The last learning style that applies to vocabulary learning use the **kinaesthetic learning style**. Such pupil experiences the process of learning by means of movement and he/she usually:

- learns by doing, direct involvement
- often fidgets or finds reasons to move
- is not very attentive to visual or auditory presentations
- wants to be doing something
- tries things out and likes to manipulate objects
- gestures when speaking
- is often a poor listener
- responds to music by physical movement
- often finds success in physical response activities
- learns better when able to move during learning
- likes to move hands (doodling, tapping,) while learning
- uses movement to help concentrate³

Physical experience – touching, feeling, holding, doing, practical hands-on experiences are used to remember things. When these learners are learning, they need to walk around, move their hands and feet. Furthermore, Revell and Norman (1991, 32) state that kinaesthetic learners like taking notes during a lecture in order to absorb information through the movement of their hand.

Not only should pupils try to discover their learning style in order to choose particular strategies to help them in remembering vocabulary but also teachers ought to consider the ways by means of which pupils acquire the content of learning, which can be done whereby a simple test (see appendix 1).

³ "Overview of the Seven Perceptual Styles." Institute of Learning Styles Research. Accessed October 16, 2014. <http://www.learningstyles.org/styles/kinesthetic.html>.

Although **olfactory** and **gustatory learning styles** are not very usual in vocabulary learning, a brief characteristics will be provided.

As for the olfactory learning style, a pupil who uses this learning style is highly probable to remember by means of smell. Gustatory learning style, on the other hand, means experiencing the world and the process of learning by means of the taste. A pupil who experiences the world and the process of remembering through the senses of smell and taste:

- associates a particular smell and taste with specific past memories
- is frequently able to identify smells and tastes
- finds that smells add to learning⁴

Despite the fact that olfactory and gustatory learning styles appear very rarely, there is an activity called the Kim's Game that stimulates remembering by means of senses including smell and taste. The main point of the game is recognition of food or spices with one's eyes closed by means of smelling or tasting. This can also be integrated into a foreign language learning.

Pupils with specific learning styles use learning strategies to make the process of remembering easier.

Both, learning styles and strategies influence the effectiveness of the learning process.

2.4.5. Learning strategies

Nowadays, the teachers should be not only aware of teaching methods that help them organise their lessons and provide learners with knowledge and skills in an effective manner but it is also useful to provide pupils with learning strategies, so that the learners can use them when studying at home and store the information they acquired at school promptly and efficiently.

⁴ "Overview of the Seven Perceptual Styles." Institute of Learning Styles Research. Accessed October 16, 2014. <http://www.learningstyles.org/styles/olfactory.html>.

According to Khalil (2005, 108) learning strategies are divided into cognitive and metacognitive. Cognitive strategies are described as mental processes that require an active manipulation with information in order to learn (that is for obtaining, storage and retrieval), examples of such strategies may be: memorisation, repetition or taking notes. (Williams and Burden 1997, 148) Metacognitive strategies, on the other hand, operate at a different level and include “...an awareness of what one is doing and the strategies one is employing” (ibid). Moreover, using metacognitive strategies, pupils acquire the ability “...to manage and regulate consciously the use of appropriate learning strategies” and “to reflect on how one learns” (ibid). As stated in Schmitt (2000, 136) examples of metacognitive strategies might be “using English-language media (songs, movies, newscasts), testing oneself with word tests, skipping or passing new word, continuing to study over time”.

Furthermore, Schmitt (2000, 132) divides learning strategies used for learning vocabulary into two further groups of “strategies that are useful for the initial discovery of a word's meaning” and those “useful for remembering when word once has been introduced”.

The first group refers to the strategies which can help understand meanings of words that are discovered by pupils themselves outside the class. When discovering an unknown word, pupils have options of using such strategies as “analysing parts of speech, analysing affixes and root, checking for L1 cognate, analysing any available pictures or gestures, guessing meaning from the textual context or using a dictionary” (ibid). Once pupils achieve successful understanding of a word, they may also apply strategies that help them remember vocabulary.

The second group of learning strategies includes, according to Schmitt (2000, 17), those strategies that help pupils in remembering new vocabulary. Firstly, they are **memory strategies** or **mnemonics** which means “relating the word to be retained with some previously learned knowledge, using a form of imagery, or grouping” (ibid). McPherson(2010,1), on the other hand, introduces the term artificial memory aids for mnemonics and adds such examples as “stories, rhymes, acronyms, and more complex strategies involving verbal mediators or visual imagery”.

Thornbury (2002, 25) introduces two rules for creating the most effective mnemonics that firstly “have a visual element” and secondly “are self-generated, i.e. not borrowed from another learner or teacher”.

Thompson in Schmitt (2000, 17) explains that using mnemonics increases the effectiveness of remembering and the process of recalling because “they aid the integration of new material into existing cognitive units and because they provide retrieval cues”.

One of the most used strategies is **rote repetition** that helps pupils, according to McPherson (2010, 4), store individual items in working memory. However, rote repetition provides only remembrance for a short period of time such as a couple of minutes. In order to increase efficiency of this strategy, the author introduces the term spaced-repetition that requires repetition at intervals of time in order to store the vocabulary in the long-term memory. Although this kind of mnemonics seems to be enough to reach the goal of successful remembering new vocabulary items, it is always more effective if a learner uses more learning strategies in order to encode a piece of information into their memory.

Elaborative strategies are other examples of mnemonics. These are effective as they, as stated in McPherson (2010,5), “are designed to increase the number of links (connections) a memory code has”, which is efficient for remembering as the more trails that lead to the code exist, the quicker recalling is. The author provides an example of the word *lamprey* which is an “eel-like aquatic vertebrate with sucker mouth”. On the basis of the definition of the word lamprey, a pupil will probably make links with *eels*, *fish* and the *sea* and will use these associations to help them recall the particular word. Furthermore, **creating a meaningful connection between L1 and L2** expressions belongs to another successful mnemonic strategy. An example of this may be the word *storm*. After changing two letters, it might remind Czech learners of the word *strom*, which means a tree in the Czech language. Learners might imagine a tree swaying in a mighty storm which will help them later in recalling the word from their memory.

Imagination and the use of pictures are also very important strategies in a successful second language learning. As stated in Schmitt (2000, 17), vocabulary learning is easier when a word in L2 is paired with a picture rather than a definition in L1. Alternatively, it can be connected to an imagery of a personal experience. Such an example may be the act of playing in a snow for the word *snow*.

Another technique that people use naturally without prompting is **grouping**. If new words are organised into groups of words that pupils already know in L2, recalling is easier. For example, words can be grouped by means of coordination (*apple*: other kinds of fruit like *pears*, *cherries*, or *peaches*), synonymy (*irritated*: *annoyed*), or antonymy (*dead*: *alive*).

In contrast to the words that are meaningfully related to each other, there are strategies that are based on words that are not logically bound to each other. Schmitt (2000, 18) introduces the term **peg or hook words** for such a learning strategy. He gives an example of pupils memorising an easy rhyme like “one is a bun, two is a shoe, three is a tree etc.” He adds that “if the first word to be remembered is a *chair*, then an image is made of a bun (peg word) resting on a chair.” Then pupils recite the rhyme and imagine new target words at the same time, which helps them in better remembering.

What is also very effective in terms of improving vocabulary retention is, according to Schmitt (2000, 135), the use of **physical action**. Experiencing actions provides pupils with better understanding because they get to experience the language through movement, which consequently results in more efficient recalling of vocabulary.

Additionally to the list of strategies above mentioned, Thornbury (2002, 145) adds another essential technique – **word cards**, which is useful for remembering words. This technique consists of writing the word in a second language on one side of a small sized piece of paper and the translation into the mother tongue on the other side. Taking into account the difficulty of the words, the whole set should contain between twenty and fifty cards. Learners test themselves by recalling the meaning of the words in language 1.

When they achieve the stage of successful recalling, they can reverse the whole process and try to use the translation to focus on the new word. In case the learners struggle with difficult words, they should move them on the top of the pile and drill them. After learning a word, it should be discarded from the file as the concentration should remain on the words that are still hard to remember.

Additionally, strategies that require writing or reading are very effective as well. Firstly, Scrivener (2005, 242) says that **keeping a vocabulary notebook** containing a list of words helps learners to keep the words together, which is helpful in remembering. However, such vocabulary records are mostly disorganised which causes the fact that pupils do not frequently use them for studying at home. The author suggests the teachers to train their pupils to record new lexical items which will significantly increase the quality of remembering. In figure 2 Scrivener (2005, 241) provides an example of a lexical item list containing not only the expression in a foreign language and its translation but also a phonemic transcript, collocated forms, the usage of the item in context and the last column for some “bright idea” that prompts an effective storage in memory. Furthermore, words can be recorded in other ways for example by means of a mind map that includes “connections in meaning and use between different words that are visually indicated” (ibid). Drawing diagrams or using pictures when studying activates imagination which is an effective tool in terms of effective vocabulary remembering.


Lexical item	Pronunciation	Translation	Grammar	Collocations	Example	Idea
<i>motorcycle</i>	<i>/ˈməʊtəsaɪkəl/</i>	<i>pikipiki</i>	<i>noun</i>	<i>ride a ~, get on my ~, ~ maintenance, ~ race, ~ courier</i>	<i>She's just bought a 600cc Suzuki motorcycle.</i>	

Figure 2: Lexical item list.

Secondly, another efficient learning strategy is according to Schmitt (2000, 134) **putting English labels on physical objects**. This strategy is based on visual stimulation by real objects that carry a written form of a word in English, which mediates a word – meaning association and thus makes the process of remembering

fasted and easier. The author also suggests **producing written or verbal repetition** that respects the fact that a word has to be pronounced and used a lot of times to aim successful remembering (ibid).

Lower secondary school teachers should attempt to teach learning strategies to pupils in order to improve not only their English language skills and knowledge but also learning in general.

Effective vocabulary learning is influenced by pupils and their individual learning predispositions and skills such as their learning styles or the way they acquire knowledge through learning strategies. However, the vocabulary learning process mainly depends on the strategies used by the teacher. Vocabulary teaching at school should contain the traditional structure which consists of the stage of presentation, practising and production. The initial stage, e.g. the presentation, is the crucial phase of the whole process of vocabulary teaching.

2.5. Presenting vocabulary

Vocabulary presentation is one of the most important stages of an English lesson in terms of pupil's successful perception and understanding of new words. Thornbury (2002, 75) defines vocabulary presentation as “pre-planned lesson stages in which learners are taught pre-selected vocabulary items”. Ur (2009, 11) extends the definition by saying that presentation means not only providing pupils with chosen words but mainly “controlled modelling of a target item that we do when we introduce a new word“. She adds that the term presentation also applies to “the initial encountering with comprehensible input in the spoken or written form” (ibid).

Presentation of new vocabulary functions not only as mediation of new material, it also „helps to activate and harness learners' attention, effort, intelligence and conscious (metacognitive) learning strategies“ (ibid). In terms of the whole Presentation-Practice-Produce process the first stage should not be focused only on providing pupils with an endless list of words and their forms and meanings but it mainly should show the learners how to use the words in context, so they can apply the lexical items in the following stages of practice and production (Scrivener 2005, 234-246).

There are two ways of presenting words in the classroom that are according to Ellis and Shintani (2013, 83) **inductive** and **deductive**. They state that deductive presentation includes “an explicit explanation of the target feature and examples to illustrate its form, meaning and use”. In an inductive presentation, on the other hand, the teacher only gives “examples aimed at helping learners work out for themselves the meaning and use of the target form”.

Both inductive and deductive ways of vocabulary presentation have some advantages and disadvantages, which are shown by Ellis and Shintani (2013, 84-85) in table 1.

	Deductive presentation	Inductive presentation
Advantages:	It is a quicker and easier way to teach the rule to learners.	Discovering rules by learners is likely to lead to more meaningful, memorable, and serviceable knowledge.
	Time-saving (explaining is usually quicker than guessing from examples).	It encourages the pupils' active involvement in learning.
	It respects the intelligence and maturity of learners	It involves greater depth of processing which assists memory.
Disadvantages:	It does not actively involve learners	Time consuming - it takes up time better spent on practice.
	Starting with explanations, definitions might demotivate learners.	Inferring rules, definitions, meanings might result in learners misunderstanding.
	It leads to the belief that learning language involves just knowing the rules or a large number of words.	It places high demands on teachers for class preparations.

Table 1: Advantages and disadvantages of inductive and deductive vocabulary presentation.

In order to make both types of presentation effective and consequently to stimulate successful storage of vocabulary in the working memory, the teacher should follow the methodological rules that will be described below.

Firstly, the teacher has to be aware of his/her aims and the pupils' level. This means being able to consider the **amount of vocabulary** that needs to be learnt. What is also important is choosing what specific vocabulary items will be taught, which is mostly decided by course-books or a syllabus (Wallance 1982, 27-28). As for the number of words that are taught in the classroom, according to Thornbury (2002, 76), vocabulary presentation should contain “at most about a dozen items”. In addition, such set of words ought to be logically connected. For example “words connected with the same location or event (*shopping, wedding...*); words that have the same grammar and similar use (*adjectives that describe people...*); words that can be used to achieve success in a specific task (*persuading a foreign friend to visit your town, etc...*)” (Scrivener 2005, 234-235).

After choosing the amount of logically connected words and the sequence of presenting them, the teacher should try to make the presentation interesting for the pupils.

Ur (2009, 11) explains that creating an interesting presentation **stimulates pupils' attention** as perception is not possible without focusing on new material. Teachers may use for example *telling a story about the teacher's personal experience, using video, photos, pictures, songs, etc.*, to encourage and motivate the pupils for further learning.

Another rule for presenting vocabulary is to include all of the three most important aspects of words that include the meaning, form and usage.

2.5.1. Presentation of the meaning, form and usage

As shown in figure 3, there are three main aspects that should be given to pupils to make the vocabulary presentation complete. These are the form, meaning and the usage.

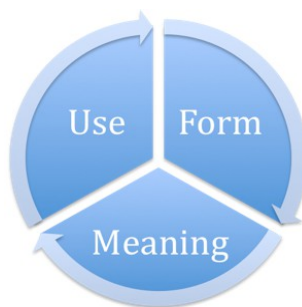


Figure 3: The use, form and meaning.⁵

At first, the presentation of the **meaning comprehension** will be described. In order to present the meaning of a word, teachers may use a wide range of presentation techniques. Nation in Cameron (2001, 85) divides presentation techniques into two groups:

- demonstration
- verbal explanation

⁵ "Form-Meaning-Use Framework - AlgeriaTESOL." Form-Meaning-Use Framework - AlgeriaTESOL. Accessed March 16, 2014. <http://www.algeriatesol.org/frameworks/fump-/form-meaning-use-framework>.

As for demonstrating meaning of words, pupils should have an opportunity to see and hear the target material in order to reinforce perception, and to imagine and understand its meaning (Ur 2009, 12). If possible, demonstration might be done by means of using **real objects** in the lesson, however this is not always possible because of the size of objects. In order to substitute for the use of real objects, teachers might use **visual aids**. According to Thornbury (2002, 79), examples of such visuals are: “flashcards (published, home made), wall charts, transparencies projected on to the board or wall using the overhead projector, and board drawings”.

Another demonstration technique, which is very natural for teachers and is not time consuming in terms of preparation, is the use of **body language**. Teachers may for example use gestures, miming or performing an action to express meaning of various words.

In contrast to the words that are easy to draw or mine, there are abstract words like *intuition*, *become*, *trustworthy* that also need to be presented in lessons. In this case, the teacher uses **verbal explanation** that is also known as **non-visual means**. (Thornbury 2002, 81).

At first, verbal explanation includes **situational presentation** that consists of providing “a scenario which clearly contextualises the target word” (ibid). Generally, people remember a story about someone's personal experience easier; therefore, telling pupils about something *boring* and how the teacher himself/herself felt very *bored* stimulates learners' imagination and motivation in discovering the meaning of target words.

Another useful verbal presentation technique is **giving several example sentences** that contains the target language. Additionally, pupils may discover a word meaning if they are given **synonyms, antonyms or superordinate terms**. Finally, **dictionary definitions** are also helpful in explanation of meaning.

Furthermore, meaning can be conveyed through **translations**. Thornbury (2002, 77) states that the technique of translating “has been the most widely used means of presenting the meaning of a word in monolingual classes”.

The advantage of using such a technique is that it saves time when the teacher needs to provide learners promptly with meaning in order not to lose time during the lesson. However, there is a possibility that learners might not develop an independent L2 lexicon as they do not have to work hard to discover the meaning, which consequently means that the words are less memorable (ibid).

Alongside the presentation of meaning, a form is another aspect that pupils should know. Highlighting the form of a word includes:

- pronunciation
- spelling
- grammar.

Firstly, the aspect of **pronunciation** will be described. Ur (2009, 47) says learners of English as a foreign language should be mainly introduced to:

- the sounds of a language
- word stress

Pupils should be shown the phonemes of an English language by means of phonemic symbols or a simplified phonemic alphabet (ibid), which helps foreign language learners acquire the correct pronunciation. Furthermore, during the stage of presentation, Czech learners need to be stressed especially those words that contain sounds which cause pronunciation difficulties because of the fact that learning a second language is always influenced by their mother tongue, for example, sounds that are hard for Czech pupils are /æ/, /e/ and /ʌ/ as pupils incline not to differentiate between them. So, when the teacher exposes the pupils to the word *cat*, they should make clear that the vowel sound is not pronounced as /e/ but /æ/ by means of exaggerating the way of pronouncing it or by providing the pupils with a phonemic transcription.

The word stress is another aspect of English pronunciation that needs to be shown when vocabulary items are presented to Czech learners because both languages put the stress on a different place.

While stress in English is variable, which means that it is placed unpredictably on syllables, the word stress in Czech is always placed at the first syllable (Lass 2012, 237). In order to achieve an understandable pronunciation in English, the lexical items should be presented by teachers with the correct word stress or it can be marked in the phonemic transcription by means of “a short vertical line above and before the stressed syllable” (Ur 2009, 48).

In order to enhance the correct way of pronunciation of vocabulary items, teachers may use some techniques that prompt a successful storage of the spoken form. According to Thornbury (2002, 84) there are three essential ways of emphasising the spoken form of a word while it is presented:

- listening drills
- oral drills
- boardwork.

Drill in general means “any repetition of a short chunk of language”. Hence **listening drills** reside in the teacher, who is the only person that does the repetition in order to adapt the pupils to phonological aspects of the target word. The word is repeated two or three times while using gestures to stress different syllables.

In contrast to listening drills, **oral drills** consist of repeating the target word both in chorus and individually, in order to reinforce it in memory. Learners are recommended “to take two or three seconds processing time” to absorb the information and store it effectively in their memory (Thornbury 2002, 85). He also mentions that, in contrast to drilling in chorus, nowadays it is preferred to use a **mumble drill** that means “mumbling or muttering the word to themselves at their own pace” (ibid).

Besides repetition and encouraging pupils to drill the correct form of a word, Thornbury (2002, 86) says that highlighting pronunciation visually is also very helpful. He suggests the use of **boardwork** in order to show learners the word stress and the phonemic script.

Additionally to presenting the sound of words, showing the **spelling** is also essential. According to Wallance (1982, 14), pronunciation and spelling operate as a unit and should be taught together. Scrivener (2005, 241) adds that teachers should provide their pupils not only with the lexical item itself but also the phonemic script, translation and **grammar aspects** that allow pupils to **use** vocabulary items in context. Furthermore, he suggests encouraging pupils to keep recording lexical items through time in order to help them in storing the words in the long-term memory.

Being able to **use** new vocabulary in practice exercises demands a preceding explanation of grammatical patters that individual vocabulary items can fit into (Nation 2001, 106). This short introduction into the grammatical functions of a word should be included in vocabulary presentation in order to aim successful usage in sentences. An example of introducing grammatical functions may be telling the learners what part of speech a word belongs to.

To conclude, according to Thornbury (2002, 76) the **sequence** of teaching the form and the meaning also matters. He says that if the teacher decides to present the meaning first, they could, for example, “hold up a picture of a shirt (the meaning) and say *It's a shirt* (the form)”. However, when presenting the form first, the teacher “could say *shirt* a number of times, have the students repeat the word, and only then point to the picture.” While the first option is suitable for deductive presentation when the word is completely new for the learners, the second one is useful in inductive vocabulary presentation, when the pupils need to discover the meaning on their own.

The process of Presentation-Practice-Production is usually followed by the stage of testing that reveals to what extend the pupils were able to store material in memory.

2.6. Testing vocabulary

Language learning at schools demands testing because, according to Thornbury (2002, 129), it provides **feedback** about how effective the teaching has been both for learners and teachers. However, feedback is not the only function that testing has, it also is an assessment tool, a way of recycling vocabulary or a motivating aspect in a foreign language teaching.

Hughes (1989, 1) introduces the term **backwash**, which looks at the consequences of testing on teaching: Backwash can be either positive or negative. The positive backwash occurs when the teacher's approach is balanced in terms of teaching and examining. Hughes (1992, 44-46), for example states that it is beneficial if “tests are based on objectives rather than on detailed teaching and textbook content”. If the teacher tries to make their teaching more and more effective over time, it will result in beneficial backwash. However, if the lessons are only based on the fact that pupils should pass tests, the backwash is negative.

There are some aspects that teachers should take into consideration before constructing a test, that are according to Ur (2009, 42):

- **Validity**

A test is valid means when it measures that it is supposed to measure.

- **Clarity**

Teachers should make the instruction clear. They also should include a sample item and solution.

- **Do-ability**

The test should not be too difficult.

- **Marking**

There should be a system in marking the test and the pupils should be informed about this system.

- **Interest**

To make the test more motivating for learners, it should target their interests.

- **Heterogeneity**

Both, easy and difficult items should be included and one or more difficult items could be optional. This will make lower-level pupils feel that they are able to do a substantial part of the test, while the higher level ones have a chance to show that they know.

As for testing exercises, they are the same as practice and revision exercises with the difference that they are marked (ibid). Ur (2009, 69-73) provides examples of **vocabulary-testing exercises**:

- **multiple choice**

By means of this testing technique, only the meaning is tested. Such aspects of a word as connotations, spelling, pronunciation, grammar or the use in context are not in the centre of attention.

- **matching**

Matching exercises focus on the meaning of words as well. For example: matching opposites.

- **odd one out**

This kind of exercise also tests meaning only.

- **writing sentences**

For example, pupils are given a worksheet with a couple of words and their task is to write one sentence per each word. Apart from spelling and pronunciation of the particular words, most of the other aspects of a word are tested.

- **dictation**

Testing by means of dictation tests only aural recognition and spelling,

- **dictation-translation (of individual vocabulary items)**

This kind of testing exercise checks the meaning and spelling of a word.

- **gap-filling**

Filling in gaps checks mainly meaning, spelling, collocations and grammar to some extent.

- **gap filling with a “pool” of answers**

This type of a gap filling exercise offers the list of words that learners may choose from.

- **translation**

By means of translation, the teacher gets the feedback about most of the aspects of the meaning. Although, finding the exact equivalent in the mother tongue may be difficult.

- **sentence completion**

The pupils' task is to complete sentences. This kind of test checks whether the pupils comprehended the meaning.

Alongside the aspects that should be taking into account when creating an effective test, the teachers might want to check various aspects of a word such as (Thornbury 2002, 130):

- the word's form
- the word's meaning
- any connotations the word might have
- whether the word is specific to a certain register or style
- the word's grammatical characterisation – e.g. parts of speech
- the word's common collocations
- the word's derivations
- the word's relative frequency

Despite the fact that testing is not the main object of this thesis, a few tests were used during completing the practical part in order to get feedback from pupils.

3 Practical part

3.1. Project

Referring back to the theoretical part, the use of presentation methods focusing on learning styles will be put into practice. What will be introduced first in the practical part are the research questions, methods, the characteristics of the class, followed by the detailed description of five presentation methods according to pupils' learning styles that were done at the lower secondary school.

3.1.1. Research questions

On the basis of the study of literature, it is possible to suggest the following questions:

- Is it possible to introduce the way of presentation that would respect a particular learning style?
- Is this way of presentation appropriate for a mixed ability class?
- Can these presentation techniques help pupils understand the subject matter?

3.1.2. Research methods

In order to design individual presentation techniques and discover their effectiveness, the following research methods were created and used in the research:

- an analysis of a textbook used by the particular testing group
- a questionnaire detecting learning styles
- a test that checks how effective the presentation methods are
- reflections after all lessons
- a class survey

3.1.3. The class

The project was done at Oblačná school in Liberec in the 6th grade. There was only one class per one grade, so the number of children at school was rather low which made the atmosphere at school very personal.

The classroom, where the project was done, was equipped with an interactive whiteboard, blackboard, computer, speakers and a projector. The arrangement in the classroom was frontal. Moreover the room was quite spacious, which enabled group work or playing games that required moving around the classroom.

The 6th grade was divided into two groups for language classes, so there were 12 pupils in the English group. Before I started to teach, they had been working with their teacher Ms Lhotová. As she was strict in general, the children were used to working hard and obey the internal rules in the classroom that they had set together at the beginning. So, I did not need to face any serious misbehavior problems. The class as a whole was very cooperative and competitive at the same time, which was the reason why we did a lot of group work and games.

Every class had its distinctive individuals and the same applied to this class. An active learner was Jakub and Markéta, who were keeping rising their hands in order to answer my questions. Compared to the active pupils, there was one pupil – Serhij who did not show any effort and was very passive during the lessons. Moreover, he never had his homework done.

The class was diverse not only in terms of the pupils' mixed abilities but also in terms of their learning styles. At the beginning of the project, the children completed a questionnaire in for me to discover what learning style predominated (see appendix 1).

The bar chart in figure 4 illustrates the learning styles that predominated in the 6th grade. The largest number of pupils in the classroom learned visually and kinaesthetically, which is showed in the first two columns. Two of the pupils appeared to learn by means of a combination of visual and kinaesthetic learning styles.

Only one pupil used auditory learning style in acquiring knowledge and one pupil used a combination of auditory and kinaesthetic learning styles.

After completing a questionnaire, the individual presentation methods were designed and tested in the class. For the purpose of this thesis, there will not be described the whole lessons in detail, but only the stages of vocabulary presentation.

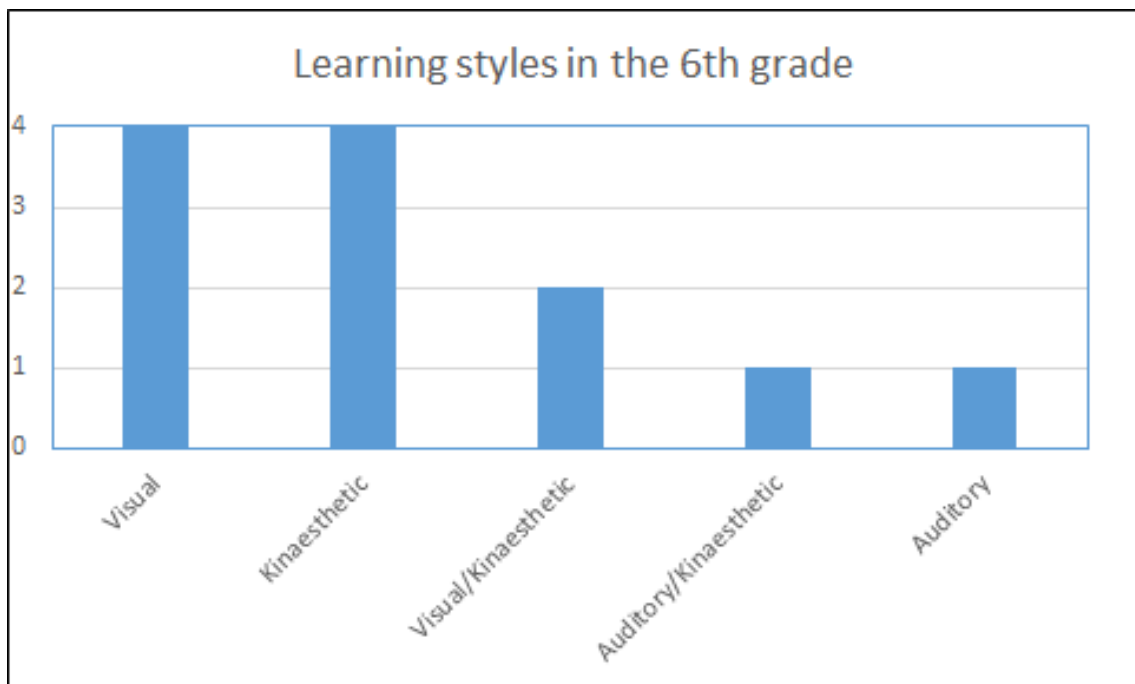


Figure 4: The layout of pupils of the 6th grade according to their learning styles.

3.2. Analysis of a textbook

The class was using the Project 2, 3rd edition textbook during their classes.

This textbook contains six chapters. Each of the chapters introduce new grammar, vocabulary, culture topics and also communication exercises.

In terms of the presentation of new vocabulary, the words are divided into sets according to their topic. The number of presented words is between six and twenty at one time. A larger number of words are only presented if the pupils have existing knowledge of the vocabulary from previous years.

There are sixteen vocabulary sections in the textbook. The words are presented through 'listen and repeat' exercises in ten cases, which means that the pupils get to hear the correct pronunciation of a word and drill it afterwards. Furthermore, the vocabulary in these type of exercises is presented visually by way of pictures, so the meaning is properly comprehended.

In three cases, the vocabulary items are presented by means of elicitation, which is because the words are recycled from previous years, so the presentation used mainly as a revision aid for the pupils.

Another method of presenting vocabulary used in the textbook is visually, which appears in three cases. This kind of presentation considers abstract words, such as adverbs of frequency, that are shown by means of symbols or comparatives and explained with pictures. The third case of presenting visually includes recycling vocabulary from previous years.

One of the vocabulary presentation sections is focused on introducing vocabulary by means of a listening exercise. Pupils hear the words in context initially, then they drill their pronunciation.

Furthermore, the textbook contains reading exercises that require either pre-teaching the vocabulary items or guessing the meaning of the words from the understood context.

The textbook does not provide any exercise connected to word-formation processes or collocations.

The vocabulary that is presented in the book is followed by a number of exercises where the target vocabulary is practised proper usage of the words is shown. They are tasks such as as listening exercises, fill in the gaps, writing exercises, listening to songs, miming and speaking exercises. Each pupil owns a workbook that is also focused on practising the material from the book. The workbook is mainly used for homework. Additionally, at the end of the workbook, there is a word list containing the written form of a word, its phonemic transcription and a Czech translation. The pupils may use it when learning new vocabulary at home.

Due to the fact that the textbook contains mainly visual presentation method accompanied by auditory stimulus, the kinaesthetic presentation method is included in the lesson plans that respect individual learning styles of the particular group in the following chapter to target all of the learning styles that appeared in the group (visual, auditory and kinaesthetic).

3.3. Lesson plans

This chapter contains five lesson plans that were design to fit individual learning styles of the 6th grade.

3.3.1. Lesson plan 1

6th grade

Presentation method based on the visual learning style

Goal: Vocabulary presentation connected to *the weather*; practising and using the new vocabulary

Learning Objectives: After this lesson the pupils will be able to say newly learned words and match them to pictures, use them in a simple sentence and use them in their written form.

Purpose / Rationale (putting the activity in a wider context): The purpose of this lesson is to introduce new vocabulary, which includes:

Cloudy, cold, foggy, hot, sunny, windy and It's raining. It's snowing.

Assumed knowledge / anticipated problem: The knowledge of the vocabulary on *the clothes*.

Materials:

- a wordsearch
- flash cards,
- test
- textbook

Resources:

"Instant Online Puzzle-Maker." Free Online Puzzle Maker. Accessed September 17, 2013. <http://www.puzzle-maker.com/>.

Hutchinson, Tom. *Project 2*. 3rd Impression. ed. Oxford: Oxford University Press, 2003.

-
- **Stage 1:** **5mins**

Warm-up activity

Introduction and motivation by means of a word search

(The hidden word is *Weather* and the whole word search is focused on *Clothes*)

After they are finished, they discover the topic of the lesson, which will be written on the whiteboard.

- **Aim:**

To introduce the topic and to motivate the pupils to what will come next. Furthermore, to revise the vocabulary connected to the clothes that pupils already know.

- **Stage 2:** **12mins**

Vocabulary presentation

Presenting eight vocabulary items consisting of six words and two sentences by means of flashcards

Cloudy, cold, foggy, hot, sunny, windy and It's raining. It's snowing.

Drilling each vocabulary item. Firstly, the chorus drilling takes place and the individual drilling follows afterwards.

- **Introducing the written form of the vocabulary.**

The cards of words and the two short sentences are put below the pictures on the whiteboard and practised again.

After that, the pupils copy the words into their notebooks.

- **Aim:**

To present vocabulary and to help pupils enhance remembering while perceiving. Flashcards are visual aids that help pupils connect words with pictures, which can facilitate storing in memory. This helps especially children who learn visually.

- **Stage 3:** **5mins**

Practising newly learnt vocabulary I.

Matching exercise

The first practising activity is done as a whole class activity. The teacher mixes up all the pictures on the whiteboard and sticks them on one side. After that she mixes the words and puts them on the other side.

Pupils match the words to the pictures. They take turns.

- **Aim:**

To store new vocabulary into working memory.

- **Stage 4:** **5mins**

Practising newly learnt vocabulary II.

Chinese whispers

Children are divided into two teams.

They line up between the desks (using gestures in order to show where the pupils should stand).

The teacher spreads the flashcards on the floor in front of the whiteboard. She comes to the back of the classroom and whispers a word to the two last pupils standing in the lines. These pupils pass the word to the person standing next to them and so on. As soon as the word is passed to the front, the two people at the beginning have to run

and touch the right picture. The faster team gets a point.

After the game is finished, the teacher says, which team was the winner.

- **Aim:**

This game makes the pupils hear the words again, which helps them in storing the vocabulary into the working memory. They learn vocabulary by means of a game, which is motivating for them.

- **Stage: 5** **10 mins**

Introducing the sentence: What is the weather like today?

The pupils drill the sentence. After that they throw a ball to each other and they ask the question. The teacher shows them pictures and they answer by saying: It's sunny, etc...

- **Aim**

To use the vocabulary in the sentence.

- **Stage 6** **2mins**

Testing vocabulary

Matching exercise

Pupils match the words to the pictures as they did at the beginning of the lesson.
(see appendix 2)

- **Aim:**

Pupils are tested in the vocabulary they were exposed to at the beginning of the lesson by a simple matching exercise. The main aim is to find out if they managed to store the new vocabulary into their working memory.

- **Stage 7:** **6 mins**

Books open

page 5, exercise 2, 3,

Membership card – Listen and complete the exercise.

- **Aim**
- To practise the language that the pupils did during the previous lesson.

Reflection:

The main goal of the lesson was to provide pupils with eight vocabulary items, which they would know at the end of the lesson in both spoken and written form. I planned it so that they would be able to match the written form to the pictures. In addition, they would be able to use the new vocabulary in a simple sentence.

In order to introduce the topic of the whole lesson, a simple word search was designed. Pupils became engaged through this activity. Moreover, they practised some vocabulary they already knew. This activity contained a hidden word, which stimulated pupils' minds on the following step of vocabulary presentation.

The pupils were actively involved while completing the word search, because this type of activity is very enjoyable. It had a positive and stimulating impact on their motivation. They were doing something they liked and were familiar with while solving a problem, which pupils like in general. After they completed the warm up activity, the result was projected on the whiteboard, so everybody could check if they found all of the words in the word search.

The whole process of presentation that followed consisted of two main parts. First, the pupils were exposed to the spoken form and pictures representing each word and in the second part they were shown the written form of the words. The vocabulary was logically grouped together into a lexical set focused on the topic of weather.

To begin, the pupils were exposed to a picture representing a particular word. Then, the method of drilling was used, which meant that the teacher pronounced the word and repeated it a couple of times. The pupils did the repetition after me and drilled the correct pronunciation. After drilling each word, I stuck the flashcards on the whiteboard and changed my voice (whispering, saying it loudly, etc...) to say the words again. The pupils repeated the words, mirroring my altered voice.

Changing the voice grabbed the pupils' attention. They enjoyed imitating the way I was saying the words. Furthermore, the picture-voice connection is an effective way of comprehending the meaning of new vocabulary. Creating a code in memory by means of visualizing can help pupils store the item into long-term memory and thus remember the word in an effective way.

The next step was pointing at each picture and letting only individual pupils say particular words. Using this technique, I was able to approach some of the learners individually and correct their pronunciation. This stage changed the speaking order of the eight words. The pupils were picked individually and were made to say the word that I had picked at random.

The natural process of learning is based on hearing the word first, understanding its meaning and then writing the word. For this reason the second part of the whole process of presentation was about introducing the written form of each word. The pupils were called to come to the whiteboard and stick the words below the corresponding pictures and say the word aloud.

The pupils were very active and were raising their hands when I was picking individuals for this exercise. Furthermore, pupils like to stand up and use the whiteboard, an enjoyable contrast to sitting down for most of the lesson and it is a change that stimulates their attention.

The process of presentation was followed by a few practising activities that helped children in storing the new vocabulary into working memory. After that, the pupils got a short matching exercise (see appendix 2) that tested if their memory of the words.

All of the children succeeded in the testing part and completed the exercise with no mistakes.

The whole process of presentation was very effective because the children were provided with visual aids – the flashcards, and were drilling the correct form of a word by means of changing their voice, which targeted not only the visual learners but also the pupils who prefer the auditory style. They also needed to move as they were made to stand up from their desks, come to the whiteboard and manipulate the word cards, which means that this stage also included kinaesthetic learning. During the process of presentation, the pupils got the chance to use three different kinds of codes (to see, hear and manipulate with words) in order to store the vocabulary in their memory. Generally, the more codes pupils use, the higher the memory retention.

3.3.2. Lesson plan 2

6th grade

Presentation method based on the auditory learning style

Goal: Vocabulary presentation connected to *the months*, practising and using the new vocabulary.

Learning Objectives: After this lesson the pupils will be able to say newly learned words and use them in an exercise.

Purpose / Rationale (putting the activity in a wider context): The purpose of this lesson is to introduce vocabulary on *the months*:

January, February, March, April, May, June, July, August, September, October, November, December

Assumed knowledge / anticipated problem: The knowledge of present simple tense.

Materials: textbook,
lyrics of a chant
a chant
testing worksheet
ball

Resources:

Project 2. 3rd ed. Oxford: Oxford University Press, 2014.

"Chant: Months of the Year." Chant: Months of the Year. Accessed September 27, 2013.

https://elt.oup.com/student/treetopfunzone/level2/songs/songs_extra/tfz_level2_singalong19?cc=us&sellLanguage=en

• **Stage 1:**

10mins

Warm-up activity

Present simple – Two truths and one lie

The pupils write two true things about their daily life and one thing that is a lie. In pairs, they guess which sentence is a lie.

The teacher shows an example:

1. I play tennis on Thursdays
2. I watch TV in bed.
3. I do homework in the evening.

(1-2 pupils write their sentences on the whiteboard and the class guesses)

- **Aim:**

To revise present simple tense and the topic that they did during the last few lessons. Also, to attract pupils' attention through a game.

- **Stage 2:**

12mins


Vocabulary presentation

Presenting the months by means of a **chant**. The chant is 25 seconds long and it contains all of the months of the year.

First of all, the chant is played. After that, the lyrics (see appendix 3) are distributed, the pupils repeat chunks of the chant after the teacher. Once the pupils manage to learn the chant, it is played a couple of times for them and they follow the text.

Listen and say the chant.

How many months? How many months?
There are twelve months in a year.






Figure 5: The chant. ⁶

- **Aim**

To present vocabulary items on the months and to form the correct pronunciation.

Pupils get the spoken and the written form at the same time.

⁶ "Chant: Months of the Year." Chant: Months of the Year. Accessed September 7, 2014.
https://elt.oup.com/student/treetopfunzone/level2/songs/songs_extra/tfz_level2_singalong19?cc=us&sellLanguage=en.

- **Stage 3:**

Practice exercise I.

3 mins

The teacher throws the ball to pupils and elicits the months of a year. After that, pupils throw the ball to each other and say the months.

- **Aim:**

To practise the twelve months in a year. Also, the pupils learn the words by means of listening to others saying them.

- **Stage 5:**

Practice exercise II.

3 mins

Chain game

Everybody stands up. The teacher begins with saying the first month of the year (*January*) and points at the first pupil who carries on with *February*, etc.

- **Aim:**

To practise the months and to help the pupils store the twelve months in their memory.

- **Stage 6:**

11mins

Listening exercise

Books open on page 10/exercise 2

The pupils listen and complete the exercise. After some of the pupils read their answers.

- **Aim:**

To practise new vocabulary by means of listening and writing skills.

- **Stage 7:**

6mins

Testing vocabulary (see appendix 4))

Pupils fill in the months of the year

- **Aim:**

To test how effective the lesson was.

Reflection:

The second lesson was focused on vocabulary acquisition through the auditory learning style. After the pupils revised the present simple tense, they listened to the chant about the months of the year. They were given the lyrics (see appendix 3) of the chant and they repeated the chant after me. We read through the chant twice in its entirety.

Playing the whole chant was done to motivate the pupils. They got very enthusiastic and started to move with the rhythm. While I was teaching them the chant, part by part, the children were very active and keen on repeating and learning it.

The whole process of teaching the learners the chant took approximately six minutes. After that the children were able to follow the text, so it was played from the computer.

The chant was listened to a couple of times by the pupils and it was clear that their enthusiasm increased further, because now they could say the chant on their own, which seemed to really satisfy them.

The stage that followed included a series of practice exercises, such as short games and an exercise from the textbook. The first activity was focused on practising the vocabulary orally. I threw a ball to a pupil who said the first month of the year before passing the ball to somebody else, who added the second month, etc... During the second, quick-fire game, the pupils were made to stand up and were saying the months one after another. When a pupil made a mistake, they had to sit down.

These quick activities were done to attract the pupils' attention and to drill the new vocabulary. The learners were listening to the others saying the words and were made to pronounce them by themselves, which had the effect of a successful vocabulary storage into their memory. Furthermore, they enjoyed the way they were practising the vocabulary because, once again, they were forming the target language through games.

After that, they formed sentences using the target vocabulary in the listening and writing exercise from the book. All pupils managed to complete this successfully.

At the end of the lesson, the pupils' knowledge was checked with a simple fill in test (see appendix 4). Nearly all of the pupils completed the test correctly. There were a couple of spelling mistakes in only four cases.

In order to model the correct spelling and to stimulate storing the words into their long term memory, the pupils were told to learn the chant off by heart as a non-contact study task.

The presentation of new vocabulary was going very well, the children were enjoying the chant and were keen on learning it. This time, the pupils could connect the words with rhythm, which helped them in successfully creating traces in the memory and remembering better as a result. The process of presentation was mainly focused on the auditory learning style. However, the testing part of the lesson revealed that not only these auditory learners, but all of the pupils, could remember most of the months correctly.

3.3.3. Lesson plan 3

6th grade

Presentation method based on the kinaesthetic learning style

Goal: Vocabulary presentation on the *daily life*, practising and using the new

vocabulary

Learning Objectives: After this lesson the pupils will understand the newly learned words, they will be able to say them and use them in their written form. Furthermore, they will use the words in the listening exercise in the textbook.

Purpose / Rationale (putting the activity in a wider context): The purpose of this lesson is to introduce vocabulary on the *daily life*. Concretely the words:

wash up, cook the dinner, do the shopping, make the bed, vacuum the floor, set the table, feed the cat, tidy your room, clean the car, take the rubbish out.

Assumed knowledge / anticipated problem: The knowledge of present simple that is used in the listening exercise, the vocabulary on the months, the vocabulary on the weather.

Materials:	textbook
	worksheet
	ball
	interactive whiteboard

Resources:

Hutchinson, Tom. *Project 2*. 3rd Impression. ed. Oxford: Oxford University Press, 2003.

• **Stage 1:**

5mins

Warm-up activity

Ball game – asking questions

For example:

What is the weather like today?

What is the tenth month of the year?

What is your favourite month?

When is your birthday?

- **Aim:**

To revise the vocabulary from the previous lessons and to stimulate pupils' minds on English.

- **Stage 2:**

7mins

Vocabulary presentation by means of miming

Vocabulary from the textbook – page 14/1.

For example:

wash up

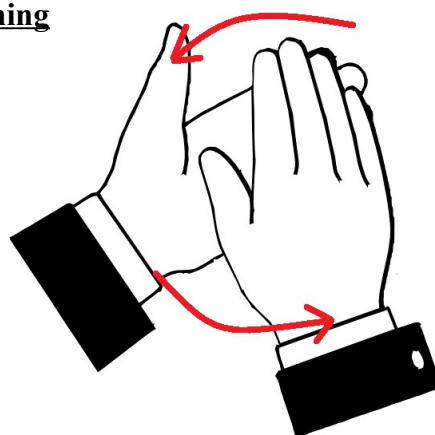


Figure 6: Movement for the expression wash up. ⁷

The teacher shows the round movement of one hand above the other and the learners repeat it while pronouncing the word.

After they go through all of the expressions, they may open their books.

- **Aim:**

To mediate the new vocabulary items to the pupils targeting the kinaesthetic learning style.

- **Stage 3:**

5mins

Listen and repeat exercise in the book (see appendix 5)

The pupils open their books on page 14. The tape is played and they repeat each expression. The pupils also do the movement for each word.

- **Aim**

⁷ "Black & White Clapping Hands Clip Art." - Vector Clip Art Online, Royalty Free & Public Domain. Accessed December 17, 2014. <http://www.clker.com/clipart-black-white-clapping-hands.html>.

Now the children get to see the pictures of each expression and they get the written form as well. Moreover, they do the movement for each expression to help them remember.

- **Stage 4:** **5mins**

Practising new vocabulary

Miming

The children take turns in front of the whiteboard and they mime an action connected to the new vocabulary of daily life. The rest of the class guesses the expressions.

- **Aim:**

To practise the expressions that the children have been exposed to. They use the movements from the stage of presentation to achieve successful remembering.

- **Stage 5:** **5mins**

Testing the vocabulary (see appendix 6)

The pupils are given a fill in exercise.

- **Aim:**

To get feedback if the vocabulary presentation was effective.

- **Stage 6:** **13mins**

Read and listen exercise in the textbook

Books open on page 14/exercise 2

Pupils listen and answer questions.

- **Aim:**

To put the vocabulary in a wider context – to show the pupils how the expressions are used in sentences. Also, to practise listening skills.

Reflection:

This lesson was focused on the vocabulary presentation, targeting the kinaesthetic learning style. First of all, the pupils did a quick revision of the vocabulary they had learnt in the previous lessons, which helped them focus and set their minds on the English lesson.

The new words were introduced by through mime. Firstly, I performed each expression and the pronunciation of the vocabulary. After that I provided the pupils with a simple movement for each expression that they had to repeat, saying the word at the same time.

At this point, it was evident that this kind of new vocabulary presentation was completely new for the children. When I was miming the new expressions for daily life, they were watching with surprise. However, it was clear the miming part attracted their attention and they became willingly involved in repeating the particular movements connected to each expression. However, there were some pupils who were too shy to perform the movements. I did not force them to mime as they were still reaping benefits from seeing their peers doing the movements. Even without performing the mime, they heard the expression and tried to pronounce it correctly.

In the next step, the textbook presentation of vocabulary was used. The pupils opened their textbooks and did exercise number one. They listened to the expressions before repeating them orally. Furthermore, they did the corresponding movement while repeating each item of vocabulary.

The teacher used the textbook presentation (see appendix 5) to show the pupils pictures of each expression in order to make sure that they had correctly understood the meaning. As a secondary benefit, they got to see the written form. The tape was played and paused after each expression so that the pupils could both repeat and do the movement, which they generally enjoyed. Unfortunately, a small number of pupils were still too shy to perform the mime. This time the pupils had a chance to hear the words, repeat them and express their meaning through movement, thus utilizing the three main codes of learning styles to remember the items.

The stage that followed was focused on vocabulary practice, which consisted of the class guessing an expression from the mime of one pupil. This use of mime, which the pupils were showed during the stage of presentation at the beginning of the lesson, enabled successful vocabulary retention and proper storage of the expressions into the working memory.

Also, the pupils discovered the usage of the expressions in the listening exercise. Furthermore, at the very end of the lesson, there was a simple test that included a fill in exercise (see appendix 6). All of the children completed the test, albeit with some spelling errors.

The vocabulary presentation focused mainly on kinaesthetic learning. Word-movement connection enabled children to store the vocabulary effectively in their memory. Additionally, the pupils got to see the pictures in the textbook and hear their pronunciation. Generally, the more codes the learners get exposed to, the greater chance they have to remember the words. The pupils showed that they managed to remember all of the presented words in the practice and testing exercises.

3.3.4. Lesson plan 4

6th grade

Presentation method based on the visual learning style

Goal: Vocabulary presentation connected to *the adverbs of frequency*. Practising and using the new vocabulary.

Learning Objectives: After this lesson the pupils will understand the meaning of the adverbs of frequency and they will know their written and spoken form. They will be able to use them in a sentence.

Purpose / Rationale (putting the activity in a wider context): The purpose of this lesson is to introduce vocabulary on the *adverbs of frequency*:

always, often, usually/normally, sometimes, not often, never.

Assumed knowledge / anticipated problem: The vocabulary on *daily life*, present simple tense.

Materials:

- textbook
- interactive whiteboard
- workbook

Resources:

Hutchinson, Tom. *Project 2*. 3rd Impression. ed. Oxford: Oxford University Press, 2003.

Hutchinson, Tom. *English Project 2 Workbook*. 3rd Impression. ed. Oxford: Oxford University Press, 2003.

-
- **Stage 1:** **5mins**

Warm-up activity

An activity focused on a quick revision of the vocabulary connected to daily life

Pupils are miming the expressions that the pupils did during the last lesson. The rest of the class is guessing the right expression.

- **Stage 2:** **10 mins**

Vocabulary presentation

Adverbs of frequency

Explaining the meaning of the target vocabulary by means of drawing a diagram on the whiteboard that is shown in figure 7.

The pronunciation of every word is drilled in chorus and individually as well.

Czech translation is provided at the end of the presentation. Learners copy the diagram into their notebooks.

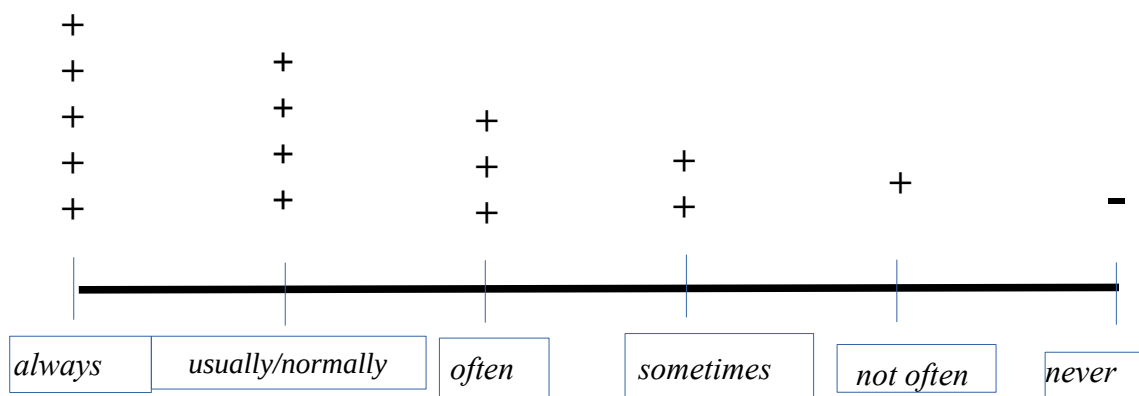


Figure 7: Presentation of adverbs of frequency.

- **Aim:**

By means of the use of a diagram, the children can visualize the vocabulary items and comprehend the meaning. Each word is drilled in order to practise the correct pronunciation.

- **Stage 3:**

5 mins

Practising vocabulary I.

The line stays on the whiteboard but the teacher removes the words from the whiteboard. The pupils come up to the whiteboard and receive a card with an adverb of frequency. Their task is to pronounce the word, translate it and stick it on the right place. The whole process is repeated twice.

- **Aim:**

To practise new vocabulary and to store it into their memory.

- **Stage 4:**

7mins

Practising vocabulary II.

Pairwork -speaking activity

The learners are pre- taught the question *How often do you ...?*. After they are given a worksheet. At first, they fill in the column *You*, and then they ask the question *How often do you...?* and add an activity from the left column. Their partner answers with a one word answer (sometimes, never, etc..)

- **Aim:**

To practise the new vocabulary items and to introduce the question *How often do you...?*. Also, to use the words in context.

- **Stage 5:**

10mins

Grammar

Books open on page 15/ exercise 3 a,b,c and 4

The pupils discover where the adverbs of frequency go in a sentence, after they try to complete an exercise on placing the words in sentences.

- **Aim:**

To introduce new grammar connected to adverbs of frequency and to teach the pupils how the adverbs of frequency work in a sentence.

- **Stage 6:**

8mins

Testing

Workbook (see appendix 7)

Pupils are tested by means of an exercise in their workbooks.

This exercise consists of putting the words in order according to their frequency from the least frequent to the most frequent adverb. The second exercise was focused on practising the use of the adverbs of frequency in sentences.

The class checks the exercise together.

In case the pupils do not manage to complete the second task, they finish it at home.

The class is given a homework – ex. 7

- **Aim:**

To discover how effective the lesson was.

Reflection:

This lesson was focused on the visual vocabulary presentation. As a warm up we did completely the same activity as during the previous lesson – miming and guessing the expressions connected to *daily life*.

The children proved that they managed to successfully store the vocabulary items from the previous lesson in their memory as they were able to guess all of the expressions. This activity was very motivating for the pupils, they were active and wanted to mime in front of the whiteboard.

The presentation was done through a visual stimulus – the diagram that I drew on the whiteboard. I then added cards with the new words and started to stick them on the board. The first word – *always* was placed at the beginning of the line. In order to show the meaning the teacher drew five pluses above the word. The word that was stuck at the end of the line was *never* and the symbol that represented this word was minus. I pronounced the words and encouraged the pupils to repeat them. Next, we did the same with the rest of the word cards.

Once all of the words were on the whiteboard, I made the class drill them starting with the word *always*. In order to reach successful comprehension, I elicited the Czech translation for each word. After that the words were drilled by individuals as well.

Drawing a diagram helped the pupils visualize the meaning of the words according to their frequency. This should help them store the words in the memory.

The pupils focused on what they were doing and were active when the teacher was eliciting the words.

After removing the words from the whiteboard, I asked individuals to come to the front of the room. They pronounced the word, translated it and placed it on the line. This process was repeated twice. The main aim of this stage was to practice the words with a kinaesthetic stimulus. Manipulating and visualizing the words on the line helped in making the traces in the pupils' memory deeper, which led to remembering more effectively. Individually, the children were doing very well. It was clear that they had been concentrating on the presentation as they were able to translate and put the items in the right place. They felt confident in what they were doing due to the preparation they received in the presentation process. Furthermore, they enjoyed that they could stand up and come to the whiteboard, something which also had a motivating impact. The learners were raising their hands with great enthusiasm, as they desperately wanted to be picked for the activity.

The practice activity that followed was pair work exercise and the rest of the lesson was dedicated to explaining the use of the words they had just learnt. The testing part was done by means of exercises in the workbook (see appendix 7). Most of the pupils completed the exercise correctly. In some cases the pupils made mistakes with the word order.

This presentation method provided the pupils with a visual aid – the line with the abstract words. Generally, creating a picture in the mind makes the process of recalling vocabulary quicker and easier. Furthermore, the presentation contained a short stage of manipulation with words. This meant not only an interesting change for the pupils but also a kinaesthetic stimulus that had a positive effect on their memory. The pupils enjoyed this way of presenting new words and were very active during this stage of the lesson.

3.3.5. Lesson plan 5

6th grade

Presentation method based on the combination of kinaesthetic and visual learning style

Goal: Teaching eight vocabulary items connected to the *animals*. Practising the present simple tense.

Learning Objectives: After this lesson the pupils will be able to say newly learnt words and use them in a sentence and in their written form.

Purpose / Rationale (putting the activity in a wider context): The purpose of this lesson is to introduce new vocabulary on animals: *a lion, a bear, an elephant, a kangaroo, a snake, a bat, a crocodile, a monkey*

Assumed knowledge / anticipated problem: The knowledge of present continuous, present simple and the adverbs of frequency.

Materials:

- textbook
- workbook
- ball
- test

Resources:

Hutchinson, Tom. *Project 2*. 3rd Impression. ed. Oxford: Oxford University Press, 2003.

Hutchinson, Tom. *English Project 2 Workbook*. 3rd Impression. ed. Oxford: Oxford

- **Stage 1:** **5mins**

Warm-up activity

Asking pupils questions in present simple.

For example:

How often do you make your bed?

- throwing a ball to the pupils

- **Aim:**

To revise the present simple tense and the vocabulary connected to daily life. Also, to motivate pupils at the beginning of the lesson.

- **Stage 2:** **10mins**

Vocabulary presentation

Presenting the words on animals

Showing the pupils a power point presentation containing pictures of animals:

a lion

a bear

an elephant

a kangaroo

a snake

a bat

a crocodile

a monkey

First of all, the teacher does a movement that characterises the particular animal, after the pupils are shown a picture with the written form. Pupils repeat the word and the movement.

- **Aim**

To give the pupils the eight vocabulary items. Pupils are given the spoken and written form as well.

- **Stage 3:** **3mins**

Practise exercise I.

Showing pupils flashcards (without the written form) of the animals and eliciting the vocabulary.

- **Aim:**

To practise new vocabulary items.

- **Stage 5:** **12mins**

Practise exercise II.

Listening exercise 21/5b

Pupils listen and write animals in their exercise books.

Listening exercise 21/5c

Pupils are pre-taught verbs (they already know most of them):

swim

run

hide

fly

climb

drink

jump

eat

sleep

throw

They are pre-taught the words by means of **miming the action**.

After, the pupils are played the tape again and they complete the chart with what each animal is doing.

- **Aim**

To practise the vocabulary and the present continuous. This exercise practises mainly listening and writing skills.

- **Stage 6:**

10mins

Practice exercise III.

Miming game

Textbook 21/6

Pupils mime an animal and the action.

For example:

a kangaroo is jumping (miming a kangaroo and hopping at the same time)

- **Aim:**

To practise the vocabulary on animals.

- **Stage 7:**

5mins

Testing vocabulary

Fill in exercise (see appendix8)

Pupils do a quick fill in exercise in their workbooks. They write words below pictures.

The class checks the exercise together.

- **Aim:**

To test if they can remember the vocabulary.

Reflection:

The main goal of this lesson was to teach the pupils eight vocabulary items, under the topic of animals, that were presented at the beginning of the lesson through kinaesthetic and visual means.

The presentation started with me miming the first animal, which was followed by pronouncing the word and showing the pupils both the picture and the written form of the word. I connected the movement and the word and made the pupils repeat the entire action of saying the word and completing the movement. Each word was presented and repeated this way.

At the beginning, there was a number of shy children who were reluctant to get involved in miming the vocabulary. On the other hand, there were some pupils who really enjoyed miming the animals. In time, once we had gone through a few of the animals, even the shy pupils started to become involved and visibly enjoyed repeating the movement and the vocabulary. The purpose of this kind of presentation was to connect the movement to the word and make the children visualize the picture. While this was an obvious benefit to the pupils through the kinaesthetic and visual learning styles, it also demonstrated strands of learning through the auditory style.

The vocabulary was practised by means of flashcards shown to the pupils. I picked individuals at random and elicited the particular word and the movement from them.

Kinaesthetic pupils learn best when they are physically active, or through learning activities that involve active participation. With that in mind, this type of presentation and practice was especially suited to those who learn by means of a combination of visual and kinaesthetic learning styles, as they could mime and see the words at the same time. When introducing and practising new vocabulary, it is always useful and effective to use as many codes as possible in order to manage successful memory. The

children were very keen on miming and saying the words. Their enthusiasm only increased when I was picking the pupils as they were raising their hands with vigour. This activity gave me the perfect opportunity to approach individual learners and correct any errors in their pronunciation.

After that the whole class practised the vocabulary in the listening exercise from the textbook. Firstly, the children listened to the tape and wrote down all of the animals they heard mentioned. Secondly, the vocabulary was put into practice and the pupils were made to listen to dialogues, from which they gleaned two pieces of information - a kind of animal and what it is doing, for example '*a bat is flying*'. The pupils recognised and wrote these sentences down.

The first part of the activity – listening for the gist, was easy for the pupils but listening for the second time and writing down sentences in present continuous was very challenging. In order for them to benefit from the exercise I had to play the tape again. In this exercise pupils practised the names of eight animals that they had learnt. More importantly, they used these words in sentences. The task also revised the learning of the present continuous tense, which the class was doing at that time.

The second practice activity was a miming game. The pupils used the movements that they were shown during the presentation at the start of the lesson and the rest of the class were guessing which animal they were, as well as what they were doing.

This activity required the pupils to stand up and move which they enjoyed. By watching one of their peers miming in front of the whiteboard, the pupils were able to connect a movement to the word, which helped them in storing the eight words in their memory.

At the end of the lesson, the pupils were tested by means of an exercise from their workbooks (see appendix 8).

In the presentation, the meanings of the words were introduced with a combination of movements and pictures. This was particularly helpful for those pupils who learn visually and kinaesthetically. However, the practice exercises and the test that followed showed that all of the pupils could remember the target words.

3.4. The final test

The project was concluded with the final vocabulary test (see appendix 9), that was focused on the vocabulary items that were taught by means of the presentation methods based on pupils' learning styles. These vocabulary items had not only been presented but also practised and tested during the five lessons. On top of this, the learners had time for home preparation, which enabled long-term storage.

Twelve learners out of twelve participated in the testing. As the whole project consisted of five presentation methods designed to target learning styles, the test also contained five parts, each part relating to the topics of each lesson (e.g. the months, daily chores, adverbs of frequency, the weather and animals).

The first task of the test focused on the vocabulary connected to the months of the year. This exercise was based on the practice exercises that the pupils had done during the lessons. It tested not only the vocabulary on the months of the year but also ordinal numbers. The second task was a picture – expression matching exercise. The same pictures, which stimulated pupils visually, were used in one of the minor check tests. The following task was aimed at testing the use of adverbs of frequency in sentences. The pupils were provided with the words and their symbols that they had been shown during the stage of presentation. The pupils were asked to draw symbols corresponding to words connected with the weather in task number four. In this exercise, the learners got a visual stimulus that helped them retrieve the picture – word connection that they acquired during the first presentation. The last task was a word – picture matching exercise. The pupils were matching the same pictures that were included in the lesson, focusing on presenting animals, which enabled a fast and effective retrieval.

3.4.1. Evaluation

According to table 2, the pupils proved to have very good vocabulary storage. The chart shows that task 3 caused the pupils a lot of difficulties, which was probably because this exercise was not only focused on vocabulary but also on the grammar that related to adverbs of frequency (e.g. the position in the sentence and the use of present simple). Only four pupils out of twelve completed this part of the test without error. Compared to the exercise that was focused on production of full sentences, the matching exercises were obviously considered by the pupils as the easiest. However, the results show that five participants achieved an excellent mark and seven pupils reached the mark two. The evaluation was done on the basis of the scale in table 3.

Even if not all of the pupils were marked with 1, they proved to be very good. The highest mark (1) equated to 90% – 100% and the second highest mark meant a score of between 80% – 90%. All of the pupils in the class achieved the range between 80-100%. Moreover, none of the pupils posted a score below this range, which can certainly be considered successful. Even though the test took place relatively soon after the lessons, it is possible to conclude that the designed activities included in the stage of presentation and the practice exercises were effective.

No.	Gender	Tasks in points					Total/points	Mark
		Task 1	Task 2	Task 3	Task 4	Task 5		
1.	boy	3	10	5	4	4	26	2
2.	boy	5	8	10	4	8	35	1
3.	boy	4	10	5	4	8	31	2
4.	boy	5	10	5	4	8	32	2
5.	boy	5	10	5	4	8	32	2
6.	boy	4	10	5	3	8	30	2
7.	boy	3	10	5	3	8	29	2
8.	girl	5	10	10	3	8	36	1
9.	girl	4	10	5	4	8	31	2
10.	girl	5	10	5	4	8	32	2
11.	girl	5	10	8	4	8	35	1
12.	girl	5	8	10	4	8	35	1

Table 2: Evaluation of the final test.

Total – 37points	
points	mark
37-33	1
32-28	2
27-17	3
16-9	4
8-0	5

Table 3: Evaluation scale.

3.5. Class survey

The final reflection from the pupils was done by means of a whole class survey.

After experiencing various kinds of vocabulary presentation techniques the twelve participants were asked the questions from table 4 in Czech. They were raising their hands according to the teacher's instructions.

Odpověz na následující otázky:	Ano	Ne	Nevím
Bavila tě výuka slovní zásoby, která probíhala na začátku hodin?	12	0	0
Byla pro tebe výuka nových slovíček přínosná?	12	0	0
Budeš brát v úvahu svůj učební styl také doma, když se učíš a připravuješ do školy?	12	0	0
Ohodnot' následující prezentace slovíček:	Zajímavé/ přínosné	Běžné/ normální	Nezajímavé/ nepřínosné
obrázkové karty na téma počasí	12	0	0
kreslení linie na tabuli pro znázornění slovíček příslovčí četnosti	9	3	0
říkanka, která se týkala měsíců v roce	10	2	0
pantomima týkající se domácích prací	9	3	0
pantomima a promítání obrázků zvířat	12	0	0

Table 4: The class survey.

Firstly, the pupils were asked whether they had enjoyed the vocabulary presentations. They were supposed to raise both arms for *yes*, one arm for *no* and no arms for *I do not know*. All of the twelve learners answered positively by voting for *yes*.

The second question asked whether the learners had benefited from the variety of vocabulary presentation. By means of the same instruction as during the previous voting, all of the children answered yes again.

Thirdly, the longest part of the survey contained evaluation of individual presentation techniques. The pupils were supposed to raise both arms for *interesting/beneficial*; one arm for *normal* and no arms for *not interesting/not beneficial*. The class proved that they most benefited from the last presentation method (12 pupils), which included a combination of a visual and kinaesthetic learning styles (presenting vocabulary on animals) and the first technique (12 pupils) based on the visual learning style (presenting vocabulary on the weather). The second most favourite method (10 pupils) was the presentation focusing on the aural learning style (the chant) and the fewest votes (9 pupils for each method) received the techniques based on the kinaesthetic (the chores) and the visual (the adverbs of frequency) learning styles, which was probably caused by the fact that during this presentation a lot of abstract words were presented, which might have been too difficult for the learners and thus not so interesting. Also, the presentation that was based only on the kinaesthetic learning style proved to be not as interesting and effective as if it was stimulated visually.

The last question of the survey reflected the pupils' awareness of their learning styles and the possible use for the future. All twelve pupils answered the question, whether they will include their learning preference into home preparation for school, positively because they had discovered their preferential learning style from the initial questionnaire and had experienced the various presentation methods focused on different learning styles, which helped them to find the technique that most suited them and that they could possibly use in the future.

4 Data analysis

The project was completed on the basis of the following research methods: an analysis of a textbook that was used by the particular testing group, a questionnaire detecting learning styles, a test aimed to identify the effectiveness of presentation methods, reflections after all lessons and a survey that provided a reflection from the pupils. These research methods were used in order to prove the effectiveness of the designed teaching methods. Based on the data obtained from all these methods, it is possible to answer the preliminary research questions.

- Is it possible to introduce the way of presentation that would respect a particular learning style?

Five presentation methods were introduced to the target group that had been tested on their learning style beforehand. There were two presentation techniques respecting the visual learning style, one method based on the auditory learning style, another one respecting the kinaesthetic learning style and the last one was using the combination of kinaesthetic and visual learning styles.

It was possible to design a presentation method for a particular learning style, concretely the main three of them: visual, auditory and kinaesthetic, which would logically fit the lessons. Provided the teacher knows the learning styles of their group, there should not be any problem with changing the presentation techniques so that each learner gets the chance to use their predominating learning style.

The analysis of the textbook Project 2, 3rd edition showed that the pupils were given mainly the listen and repeat tasks to present vocabulary, which occurred in 10 cases. This kind of exercises stimulates pupils' perception visually and aurally. The kinaesthetic presentation technique was not included in the textbook, which was one of the reasons why this kind of presentation was introduced into the lessons.

Furthermore, the preparation for the stage of presentation that respects learning styles is not time consuming. It is possible to use the tasks on vocabulary presentation from the textbook and to modify them so that they are tailored to individual learning style. For example, in the lesson plan number 3 the kinaesthetic presentation technique was used at the first place. Once the learners were shown the movements, they repeated them and tried to pronounce the particular word, they used the textbook for better comprehension of the meaning. The learners did the listen and repeat exercise which targeted the visual and aural learning styles. Moreover, the movement – word connection targeted the kinaesthetic learning style.

All of the given presentation techniques were logically chosen to fit the lessons in terms of their content. The vocabulary was always practised and used in context afterwards.

- Is this way of presentation appropriate for a mixed ability class?

Mixed ability class is considered by Ur (2009, 302-303) “a class of learners among whom there are marked differences in level of performance in a foreign language”. Nevertheless, these differences concern not only the level of English language but also other aspects “that affect how the pupils learn and need to be taught”. These aspects include for example different background, personality, motivation, interests, age, gender, cognitive ability and also learning styles. The last mentioned aspect together with the stage of presentation was the main topic of the project.

The practical part showed that changing the presentation techniques based on the three learning styles, e.g. visual, aural and kinaesthetic targets not only the particular group with the predominating learning style but also the rest of the class. It was clear that changing the presentation methods caused an increase in the pupils' motivation and activity. According to Dunn and Dunn (1978, 240-241) a change in teaching methods or in the classroom environment is beneficial for each learning style. Ur (2009 ,306) is in compliance with the two authors and she adds that in terms of the stage of presentation the mixed ability class should be approached “through a variety of topics and methods”, which was used for example in lesson number 5.

This lesson was designed to target the combination of visual and kinaesthetic learning styles. Moreover, the fact that the learners got a different presentation method every time they dealt with vocabulary had a positive impact on their motivation and perception. Ur also states that if the teacher makes the stage of presentation interesting, it involves a large number of children in a mixed ability class: “Interesting stimuli will rise pupils' motivation to engage in the task”(Ibid.). Providing pupils with visual aids or showing them something that they had never done before keeps the learners' attention focused, which was shown in the reflections of the lessons in the practical part of the thesis. For instance, flashcards and the overhead projector were used to demonstrate the pupils the meanings of the words. This was done in lessons number 1, 4 and 5. Moreover, they experienced some new methods of vocabulary presentation in lessons 2, 3 and 5. In these lessons the words were demonstrated by means of miming or they were introduced by means of a short chant. Additionally, Ur (2009, 306) also says that individualization is another way of handling successfully a mixed ability class. Respecting learning styles represents the individual approach to learners and helps the teacher understand each pupil in terms of the way they experience the process of learning.

The target group was responding positively to each presentation technique. They were very active during the stage of presentation and proved that they stored the target vocabulary effectively into memory in the stage of testing.

- Can these presentation techniques help pupils understand the subject matter?

In the theoretical part, it was stated that the use of aids tailored to each learning style helps pupils experience the process of remembering in a faster and more effective way. Moreover, they get to understand the meaning of particular vocabulary items. Consequently, this increases their motivation as well. The results of the tests showed that the pupils were able to remember the vast majority of the vocabulary presented at the beginning of the lesson.

Despite the fact that it is not possible to include all learning styles when presenting a subject matter in one lesson, the results of the tests revealed that the presentation methods suited also the rest of the class whose preference was not the actual learning style.

Despite positive findings that were described above, The project has also some limitations. Firstly, due to the fact that the presentation methods were used only on one particular group, the conclusions cannot be generalised and the results are valid only for the particular group that was involved in the project. Secondly, the group was being tested and watched for approximately two months, which is relatively a short period of time. Therefore it cannot be affirmed that the pupils retained new words in long-term memory. This would require verification of their knowledge after longer period of time.

5 Conclusion

This diploma thesis was focused on the stage of vocabulary presentation based on pupils' learning styles and the consequent effect of the presentation on vocabulary retention. The practical part was based on the theoretical conclusions concerning teaching and learning vocabulary with regards to learning styles.

Respecting individual learning styles is an essential precondition, not only for an effective stage of vocabulary presentation, but also for the whole process of teaching in general. In order to fulfill this precondition, the teacher has to reveal the pupils' learning styles. Consequently, the teaching process should be modified on the basis of the range of learning styles in the class. This makes learning more approachable, faster and effective.

Since each pupil uses a different style or a combination of learning styles or even elements of all three learning styles, the educational process that focuses on one learning style may target a broad spectrum of pupils. Furthermore, a regular change in the method of presenting vocabulary engages pupils and involves the whole class.

According to the practical part, the adaptation of teaching techniques according to pupils' learning styles was proven to be a suitable tool for remembering vocabulary and engaging pupils. In addition, it gave the learners a chance to use different learning strategies than those that they had become accustomed to.

How well pupils learn vocabulary items is an important factor in remembering the words. Thus, if the teacher provides pupils with an opportunity to handle words in a way that suits them, they are likely to retain a lot of information and apply it in different situations. Effective vocabulary presentation is one way to achieve this aim.

Findings about specific learning styles create an important prerequisite for planning meaningful English lessons in which each and every student will learn effectively and achieve their full potential.

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7 List of appendixes

Appendix 1 – Questionnaire

Appendix 2 – The test (the weather)

Appendix 3 – The chant

Appendix 4 – The test (the months)

Appendix 5 – Listen and repeat exercise (my chores)

Appendix 6 – The test (my chores)

Appendix 7 – Adverbs of frequency

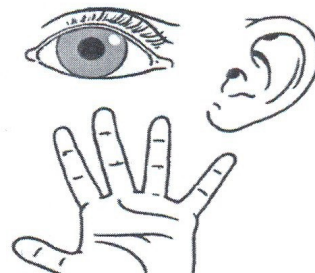
Appendix 8 – The test (animals)

Appendix 9 – The final test

Appendix 1 -Questionnaire

Dotazník

Učební styly



K jednotlivým větám napiš čísla 0, 1, 2 nebo 3.

3 – často

2 – někdy

1 – zřídka

0 – nikdy

Zrakový styl:

- 2 Pamatuji si informace lépe, když je napíši.
1 Když mohu vidět učitele vykládajícího látku, soustředím se lépe.
2 K práci potřebuji tiché místo.
3 Jsem schopen/na si vybavit stránku ze sešitu, ze které jsem se učil/a.
0 Pokyny si musím zapsat, nestačí mi je pouze slyšet.
1 Hudba mne vyrušuje od práce.
1 Ne vždy pochopím vtip, který mi někdo vypráví.
2 Kreslím si obrázky na okraje sešitů.
1 V hodinách ztrácím pozornost.
2 Lépe si pamatuji informace, které si barevně podtrhám.

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Celkové Skóre

Sluchový styl:

- 1 Úprava v mých sešitech je nepřehledná.
0 Když čtu, používám ukazováček, abych se v textu neztratil/a
2 Nejsem dobrý/á v plnění psaných pokynů, raději je slyším.
2 Když něco slyším, velice snadno si to také zapamatuji.
0 Psaní poznámek je pro mne obtížné.
0 Stává se mi, že si špatně přečtu zadání v testu.
1 Nejlépe se učím, když mi látku někdo vykládá než, když si jí čtu sám z učebnice.
1 Nerozumím řeči těla ostatních lidí (gesta, výrazy, ...)
0 Knihy, jejichž obsah je psán malým písmem, jsou pro mne těžké ke čtení.
0 Když si čtu, mé oči se snadno unaví.

7

Celkové skóre

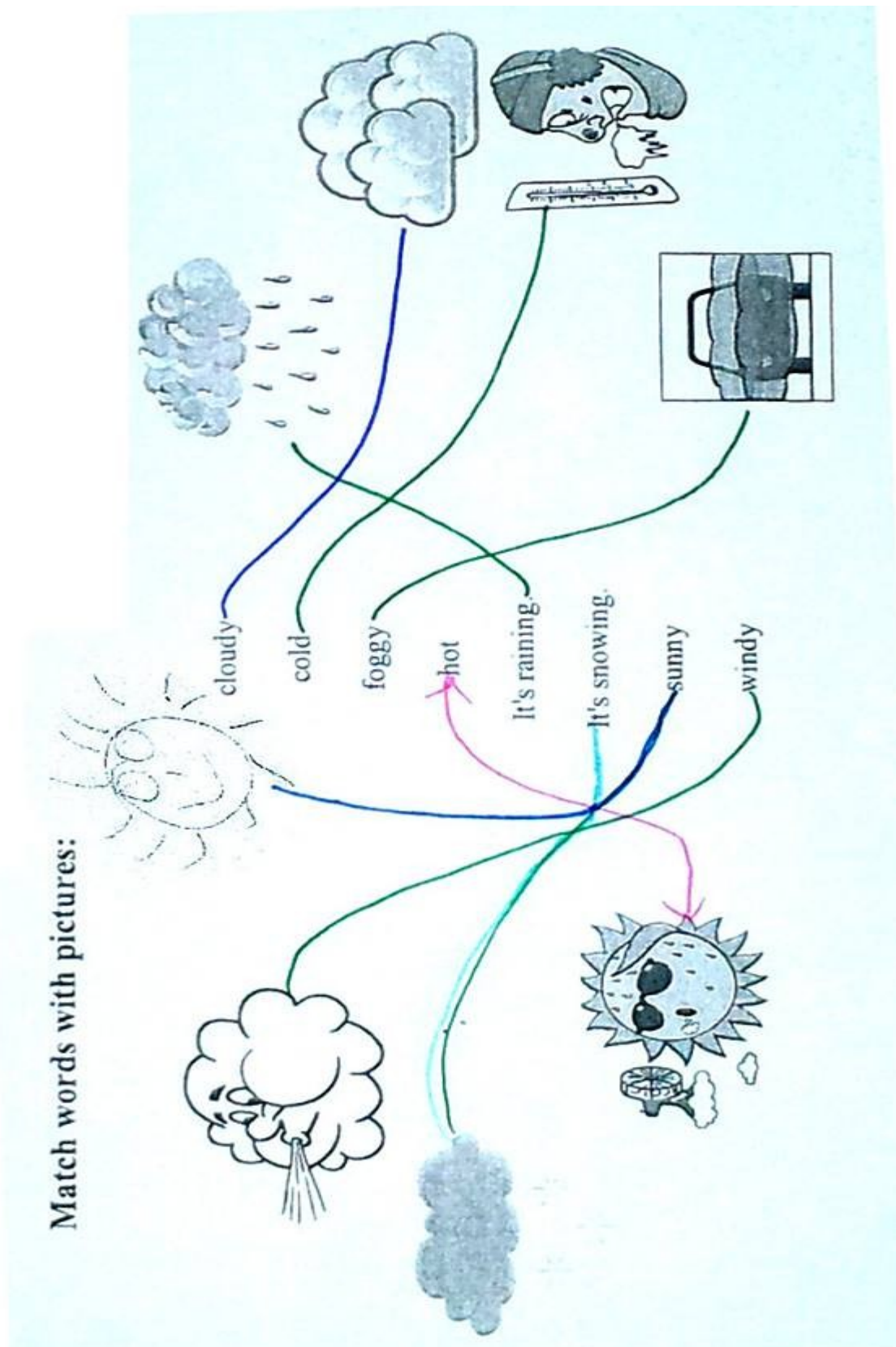
Pohybový styl:

- 0 Začnu pracovat na testu, aniž bych si přečetl zadání.
1 Nesnáším dlouhé sezení v lavici.
0 Pomáhá mi, když mi nejprve někdo ukáže, co a jak mám dělat, než začnu pracovat sám.
1 Když píši test nebo řeším úlohu, hledám správné řešení pokusem a omylem.
0 Když se učím, rád chodím.
1 Nejsem dobrý v popisování postupu činností.
0 Když se učím, dělám si přestávky.
1 Mám rád/a tělesnou výchovu a jsem dobrý/á ve sportu.
2 Když něco popisuji, používám gesta.
0 Své poznámky si přepisuji v ruce či na počítači, abych se v nich vyznal/a.

6 Celkové skóre

Lambton Kent District School Board. Accessed May 19, 2014.
<http://www.lkdsb.net/program/elementary/intermediate/di/files/stu2.pdf>.

Appendix 2 – The test (the weather)



Source: clip art

Appendix 3 – The chant

How many months? How many months?

There are twelve months in a year.

January, February, March, April,
May, June, July

August and September, October and November
The last month is December

There are twelve months in a year.

Appendix 4 – The test (the months)

Fill in the missing months:

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

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Appendix 5- Listen and repeat(my chores)

Vocabulary

1 **1.22** Listen and repeat.

 1 wash up	 2 cook the dinner	 3 do the shopping	 4 make the bed	 5 vacuum the floor
 6 set the table	 7 feed the cat	 8 tidy your room	 9 clean the car	 10 take the rubbish out

Hutchinson, Tom. *Project 2*. 3rd Impression. ed. Oxford:
Oxford University Press, 2003.

Appendix 6 – The test (My chores)

name: _____

Fill in the blanks:

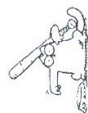
1. wash up

2. do the shopping

3. cook the dinner

4. make the bed

5. vacuum the floor



6. set the table

7. feed the cat

8. tidy your room

9. clean the car

10. take the rubbish out

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✓

Source: clipart

Appendix 7- The test (adverbs of frequency)

1

Adverbs of frequency

5 Seřad' příslovce z rámečku podle toho, jakou četnost výskytu vyjadřují.

often normally not often
 sometimes always usually never

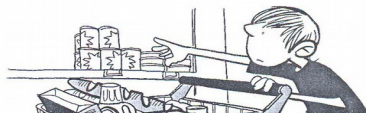
1 never
 2 not often
 3 sometimes
 4 often
 5 usually / 6 normally
 7 always


6 Přečti si tabulku. Napiš šest vět o tom, co Daisy dělá.


Tell us about yourself!						
How often do you ...?	never	sometimes	not often	often	normally	always
1 forget someone's birthday				✓		
2 go on the Internet					✓	
3 play computer games						✓
4 watch DVDs			✓			
5 do homework before school	✓					
6 tidy your room		✓				

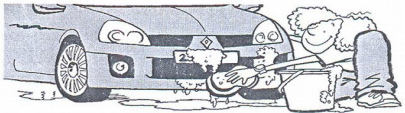
1 Daisy sometimes forgets someone's birthday.
 2 Daisy often goes on the internet.
 3 Daisy normally plays computer games.
 4 She sometimes watches DVDs.
 5 She never does homework before school.
 6 She doesn't often tidy her room.


7 Jak často děláš to, co je na obrázcích?


1  I sometimes do the shopping.

2  I never make the bed.

3  I sometimes talk on the phone.

4  I never clean the car.

5  I don't often take the rubbish out.



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Appendix 8 – The test (animals)

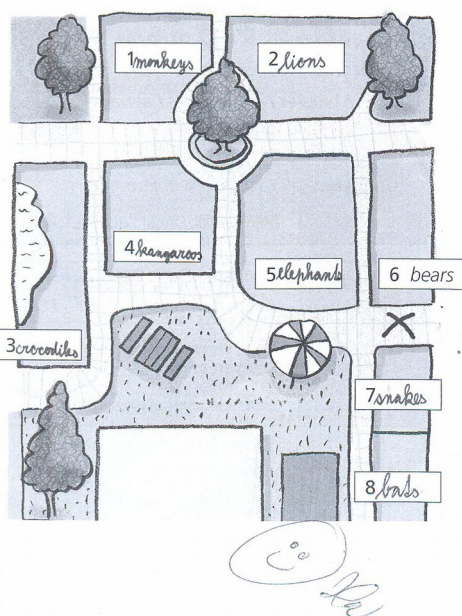
2 Animals

A Our school trip

At the zoo

1 * Přečti si rozhovor. Napiš názvy zvířat na správná místa.

CORINNE Oh, it's great at the zoo! Let's go and see the lions first. Look at the map.
Where are we now?
HENRY Well, we're here, watching the bears. The elephants are next to the bears and the lions are behind the elephants.
CORINNE OK. What can we see after the lions?
HENRY There are monkeys next to the lions. We can see them and then we can walk to the kangaroos. They are between the elephants and the crocodiles.
CORINNE Oh, I love crocodiles! What about the snakes? Where are they?
HENRY They're behind us, next to the bats.
CORINNE OK, let's go!



Zoo animals

2 * Napiš, co je na obrázku.



1 a kangaroo



2 an elephant



3 a polar bear



4 a crocodile



5 a snake



6 a bat



7 a lion



8 a monkey

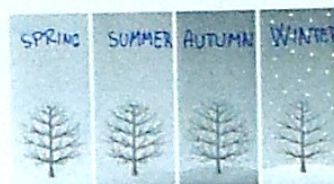
3 ** Podívej se na obrázky ve cvičení 2. Napiš, co zvířata dělají. Použij slova z rámečku.

swim hide eat sleep fly
throw jump drink

- 1 The kangaroo is jumping.
- 2 The elephant is eating.
- 3 The polar bear is drinking.
- 4 The crocodile is swimming.
- 5 The snake is hiding.
- 6 The bat is flying.
- 7 The lion is sleeping.
- 8 The monkey is throwing.

Appendix 9 – The final test

Vocabulary test



1. Which months are these:

- a) the first month January ✓
 b) the fifth month May ✓
 c) the twelfth month December ✓
 d) the ninth month September ✓
 e) the seventh month July ✓ 5/5

3. Match words to the pictures:

wash up ✓

set the table ✓

feed the cat ✓

tidy your room ✓

do the shopping ✓

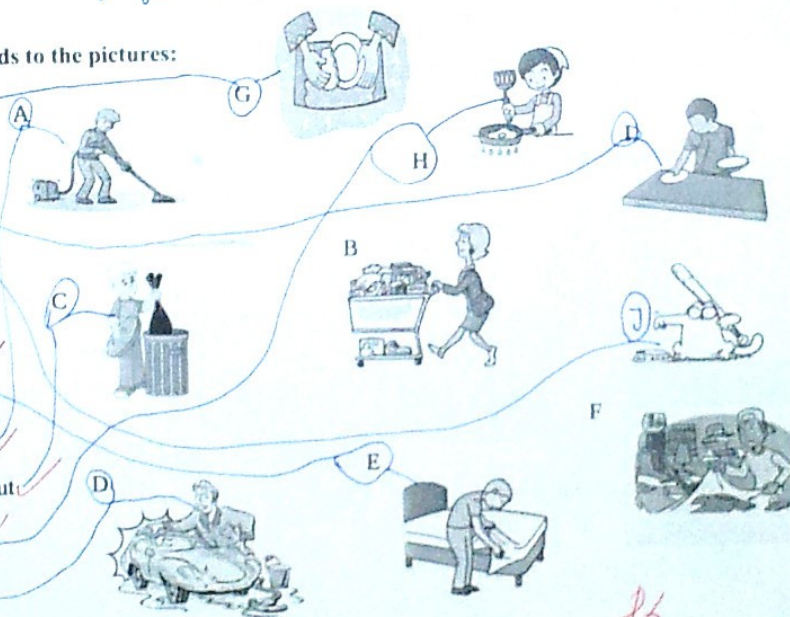
make the bed ✓

vacuum the floor ✓

take the rubbish out ✓

cook the dinner ✓

clean the car ✓



3. How often does Bob do these things?

never -
 not often +
 sometimes ++
 often ++++

usually/normally ++++
 always +++++

feed the cat + Bob does not often feed the cat.

Bob



wash up - Bob never washes up ✓

clean the car ++ Bob sometimes cleans the car. ✓

vacuum the floor ++++ Bob usually vacuums the floor. ✓

clean the car +++++ Bob always cleans the car. ✓

make the bed +++ Bob often makes the bed. ✓

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4. Draw symbols for these words:

✓ sunny:

✓ cloudy:

✓ It's raining:

✓ It's snowing: 46

5. Match words to the pictures:



✓ a lion

✓ a bear

✓ a kangaroo

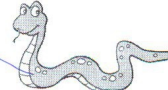
✓ a bat

✓ a monkey

✓ a snake

✓ an elephant

✓ a crocodile



86

Source: clip art